



Differentiated Homeworks

for BTEC Level 3 National in Health and Social Care

Unit 1: Human Lifespan Development

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Teacher’s Introduction

This resource contains 14 homeworks which cover the content of the specification for BTEC Nationals (L3) in Health and Social Care, **Unit 1: Human Lifespan Development**.

Each homework contains a variety of questions and activities presented in specification order, enabling students to learn all of the content in preparation for their Unit 1 exam. Many of the homeworks also contain extension activities, which can be used by students to further their knowledge and interest in the unit’s content.

The resource is fully differentiated with homeworks available at two levels:

- Lower ability (write-on): ●
- Higher ability (non-write-on): ■

This resource aims to consolidate and reinforce the learning of theory content taught to students in class and provide an opportunity to learn, revise and practise key content of Unit 1. The teacher is able to decide which homework (lower or higher ability) is most appropriate for each student on a given topic. This will allow students to cover the same content but with lower-ability students receiving more support and guidance through the carefully structured activities.

In order to save time for the teacher when marking, suggested answers have been provided at the end of the resource, including indicative content for exam-style questions. Appendix A contains details of levelled mark schemes used for long-answer questions, which can be referenced when marking students’ work. Students may also find this Appendix helpful in learning how to maximise marks gained in their exams.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

February 2020

Specification cross-reference table

Homework	Homework title
1	Growth and development in infancy and early childhood
2	Growth and development in adolescence and adulthood
3	Intellectual development across the life stages
4	Emotional development across the life stages
5	Social development across the life stages
6	The nature/nurture debate
7	Genetic factors that affect development
8	Environmental factors that affect development
9	Social factors that affect development
10	Economic factors that affect development
11	Major life events that affect development
12	The physical changes of ageing
13	The psychological changes of ageing
14	The societal effects of an ageing population

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I: Growth and development in infancy and early childhood

1. Write short definitions for the terms below. Some keywords are provided to help you.

a) Growth:
.....
.....

Keywords: variable, measurements, height

b) Development:
.....
.....

Keywords: sequence, skills, order

c) Gross motor skills:.....
.....
.....

Keywords: movement, larger

d) Fine motor skills:
.....
.....

Keywords: precise, smaller

2. For each of the two life stages below, fill in the correct age range.

Infancy	Early Childhood

3. a) Which of the following are **gross** motor skills that develop in early childhood?

- | | | |
|-----------------------------|--------------------------|-----------------------------------|
| (i) Turning pages of a book | <input type="checkbox"/> | (iii) Using joined-up handwriting |
| (ii) Hopping on one foot | <input type="checkbox"/> | (iv) Riding a tricycle |

b) Which of the following are **fine** motor skills that develop in early childhood?

- | | | |
|------------------------------------|--------------------------|------------------------|
| (i) Buttoning/unbuttoning clothing | <input type="checkbox"/> | (iii) Skipping/jumping |
| (ii) Writing one's own name | <input type="checkbox"/> | (iv) Walking on a line |

c) By which age can most children run forwards and backwards confidently?

- | | | |
|--------------|--------------------------|-----------------|
| (i) 2 years | <input type="checkbox"/> | (iii) 18 months |
| (ii) 3 years | <input type="checkbox"/> | (iv) 6 years |

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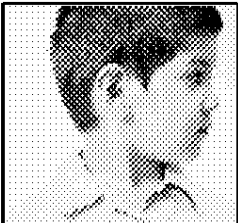


4. Complete the table below to give details about developmental milestones not yet been completed for you, and the remaining answers are provided below the table into the correct places!

Age	Gross motor skill	
6 months	Sitting up	
8 months		
9–10 months	Cruising	
12–13 months		Putting
18 months		
2 years	Throwing a ball	

- Climbing on furniture
 - Holding objects with finger and thumb
 - Drawing lines and circles
- Walking
 - Starting to stand
 - Picking up toys

Exam-style question



Simon is 3 years old, and lives with his grandmother in a small village. He is currently attending a small nursery locally, which he really enjoys.

Identify **two** fine motor skills and **two** gross motor skills that Simon is likely to have at his current life stage.

Fine motor skills:

1.
2.

Gross motor skills:

1.
2.

Extension task

Create a checklist that could be used to assess the development of fine motor skills which should be met by the end of the infancy and early childhood stages. Make sure you include:

- gross motor skills
- fine motor skills
- the approximate age by which these milestones should be met

1: Growth and development in infancy and early c

1. Define the terms below, and give examples of gross and fine motor skills.
- a) Growth

b) Development

c) Gross motor skills

d) Fine motor skills
2. For each life stage below, identify the correct age range and describe one key development at that life stage.
- a) Infancy

b) Early childhood
3. Read each statement about motor skills that develop during early childhood. false and justify your response.
- a) Writing one’s own name, using joined-up writing and being able to butter examples of gross motor skills.

b) Children can usually hop on one foot, skip and jump by 3 years old.

c) Children usually develop the skills needed to run, ride a tricycle and turn th

d) The age by which children start learning to walk in a line is about 8 years
4. Copy and complete the table below to identify developmental milestones me

Age	Gross motor skill	
6 months		
8 months		
9–10 months		
12–13 months		
18 months		
2 years		

Exam-style question



Simon is 3 years old, and lives with his grandmother in a small town. He is currently attending a small nursery locally, which he really enjoys.

Describe gross and fine motor skills in relation to how Simon should develop to become more independent from his grandmother.

Extension task

Develop a leaflet that could be handed out to new parents. It should explain the principles of growth and development and highlights the gross motor skills that their child will go through between the ages of 0 and 8.

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2: Growth and development in adolescence and

1. a) Identify **three** physical changes which typically occur during early adulthood.
 1.
 2.
 3.
- b) Which of the following hormones declines during perimenopause? Tick how this affects the menstrual cycle.

(i) Oestrogen	<input type="checkbox"/>	(iii) Insulin
(ii) Testosterone	<input type="checkbox"/>	(iv) Cortisol

.....

.....
- c) Around which age does the perimenopause usually begin? Tick the correct answer.

(i) 55 years	<input type="checkbox"/>	(iii) 19 years
(ii) 30 years	<input type="checkbox"/>	(iv) 40 years
2. Identify **three** more symptoms that may be experienced by someone going through the menopause. For each symptom, identify whether they are a physical symptom or an emotional symptom (one mark each).
 1. Hot flushes (physical).....
 2.
 3.
 4.
3. Fill in the gaps in the text below to describe the physical changes that are likely to be experienced during the middle adulthood life stage.

Women in middle adulthood are likely to experience the _____ given to describe the end of fertility, which means the woman will no longer be able to have children. This is caused by a decline in the female sex hormones, oestrogen and progesterone. Physical effects of the menopause include hot flashes, weight gain and night sweats, and a woman's menstrual cycle stops. Psychological effects of the menopause can include depression, anxiety, and a reduction in self-esteem.

Other effects of ageing during middle adulthood include a greying or thinning of the hair, a reduction in the elasticity of the skin (leading to wrinkles) and a decline in sensory abilities. Some individuals may also experience osteoporosis, possibly due to an increase in inactivity.

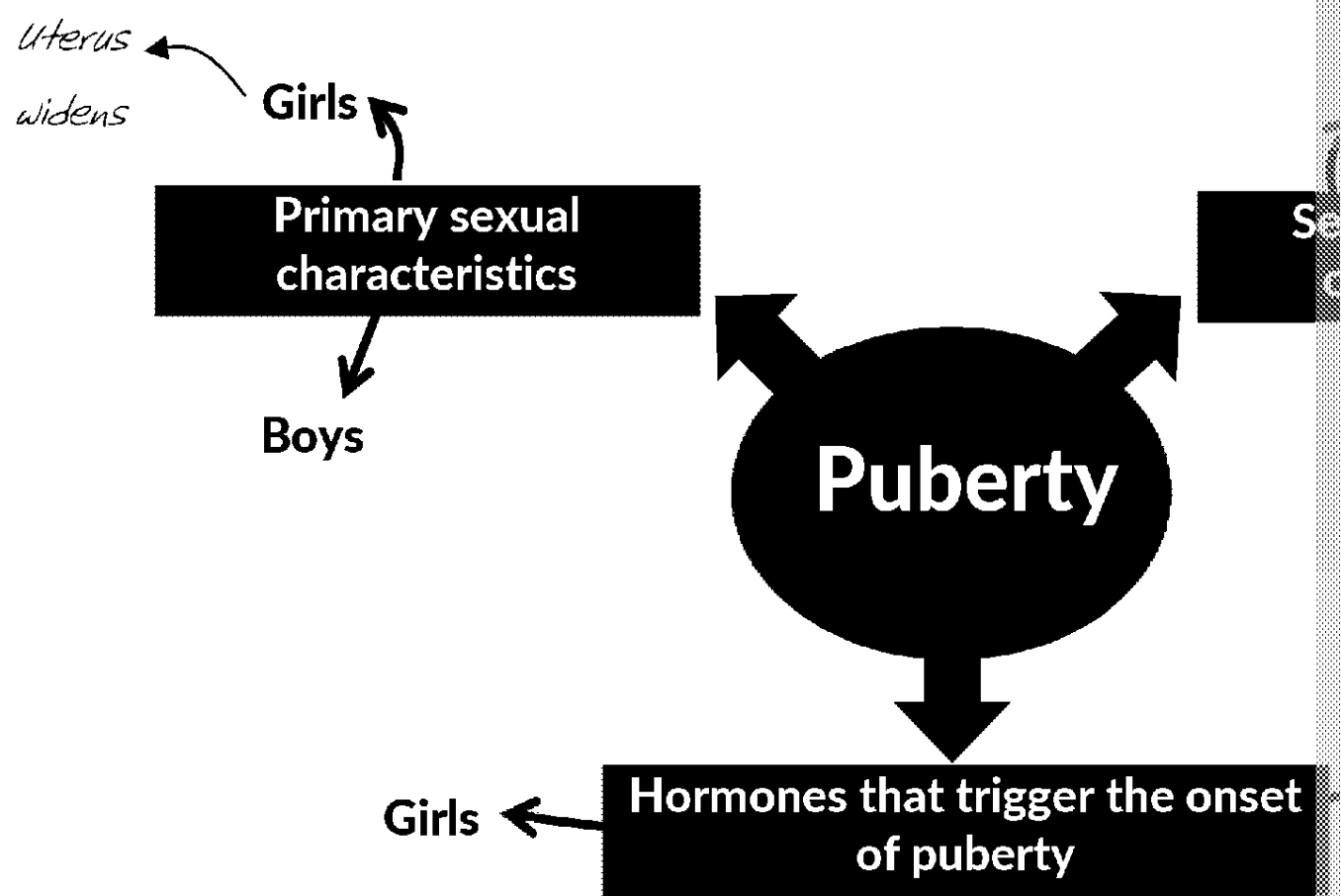
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4. Complete the spider diagram below with details of the changes experienced. Answers have been provided for you.



5. As an individual ages they experience changes to their physical health and the way they think. Identify **two** changes to intellectual abilities as an individual ages past 65 years.

1.
2.

Exam-style question



Nina is 67, and has recently retired from her job as a music teacher. She is now living alone, and is looking forward to spending her retirement taking up new hobbies and visiting friends.

1. a) Identify Nina's life stage.
.....
- b) Identify **four** physical changes that Nina is likely to experience in this life stage.
 1.
 2.
 3.
 4.

Extension task

Develop a poster which gives an overview of the menopause. The poster should be displayed somewhere like a doctor's surgery. Make sure you include:

- the causes of menopause
- the physical effects of menopause
- the psychological effects of menopause

Use illustrations and fonts to make your poster eye-catching.

2: Growth and development in adolescence and

- Describe **three** physical changes which typically occur during early adulthood and when they occur.
 - Which of the following hormones declines during perimenopause, causing the release of an egg each month? Choose the correct option from those listed below.
 - Oestrogen
 - Testosterone
 - Insulin
 - Cortisol
 - Around which age does the perimenopause usually begin? Choose the correct option from those listed below, and justify your answer.
 - 55 years
 - 30 years
 - 19 years
 - 40 years
- Describe **two** physical symptoms that may be experienced by someone in early adulthood.
 - Identify **three** emotional symptoms associated with perimenopause.
- Describe the key physical changes that occur during middle adulthood.
- Copy and complete the table below to outline or describe key details of the changes that occur during middle adulthood.

	Girls
Outline the primary sexual characteristics	
Outline the secondary sexual characteristics	
Describe the function of the key hormones involved	

- Identify key changes to physical health and intellectual abilities as a result of ageing.

Exam-style question



Nina is 67, and has recently retired from her job as a music teacher. She is looking forward to spending her retirement taking up some hobbies and visiting friends.

Describe **three** physical changes that could affect Nina during her current stage of life.

Extension task

Create a timeline that provides an overview of all the stages of human development that both males and females will go through from birth to 9 and 65+ years.

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3: Intellectual development across the life stages

1. Write short definitions for the terms below, which relate to Chomsky’s model. Some keywords are provided that might help you.

a) Language acquisition device:
.....
.....
Keywords: inborn, ability

b) Critical period:.....
.....
.....
Keywords: early years, exposure

2. Below is a partially complete letter which is about the intellectual development in the early adulthood life stage. The letter is being sent to update Marcia’s parents who are currently living in a residential college for young adults with behavioural and mental health issues.

Fill in the gaps to describe the intellectual changes that Marcia is likely to be experiencing. The words you will need to use are provided below.

pragmatic	important	reasoning	knowledge	
-----------	-----------	-----------	-----------	--

Dear Mr and Mrs Griffiths,

I am writing to update you on Marcia’s progress while she has been staying in our college for the last six months. She has shown a huge improvement in her ability to think in a more way. This means that she is able to apply the expert she has gained to solving real-world . She is able to use clear logic and to analyse situations, and has been making appropriate judgements on the best course of action. We are very impressed with her ability to solve more problems, and to make judgements about matters, such as her future career and education. We are very happy with her overall development while she has been at our college.

Yours sincerely,

Tony Webb
Head of Education Services at Madeup College

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3. Complete the table to provide key details about Piaget’s model of cognitive development. The headings and prompts have been given to help you.

Sensorimotor stage	Pre-concrete stage	Concrete operation stage
0–2 years	2–7 years	7–11 years
At this stage, infants learn about the world through their senses and actions. They develop object permanence and understand cause and effect.	Language development begins at this stage. Children can use their imagination but cannot yet apply logic. A key feature of this stage is egocentrism, which means that	Children at this stage can solve problems that are physically laid out in front of them. Children at this stage can usually pass Piaget’s tests of conservation. This shows that they can understand that when something’s appearance might change, its quantity / number / mass stays the same.
Development of schemas: The term ‘schema’ means , which contains ideas and different pieces of information relate to one another. These are developed from experiences, and are said to be in a state of equilibrium if all knowledge is balanced. If new information fits the child’s existing schema is into the schema. If with new knowledge that doesn’t fit the existing schema, this results in The process of incorporating new information into the schema is called		
Evaluation of Piaget’s model:		

Exam-style question



Peter is 78, and is a retired social worker. He lives with his partner, who is also retired. They like to spend their leisure time visiting friends, gardening, and going hiking.

Explain **two** possible effects ageing could have on Peter’s memory.

.....

.....

.....

(continue your answer on a separate piece of paper)

Extension task

Research the difference between normal memory loss and dementia in old age. List these differences in a table for comparison.



3: Intellectual development across the life stages

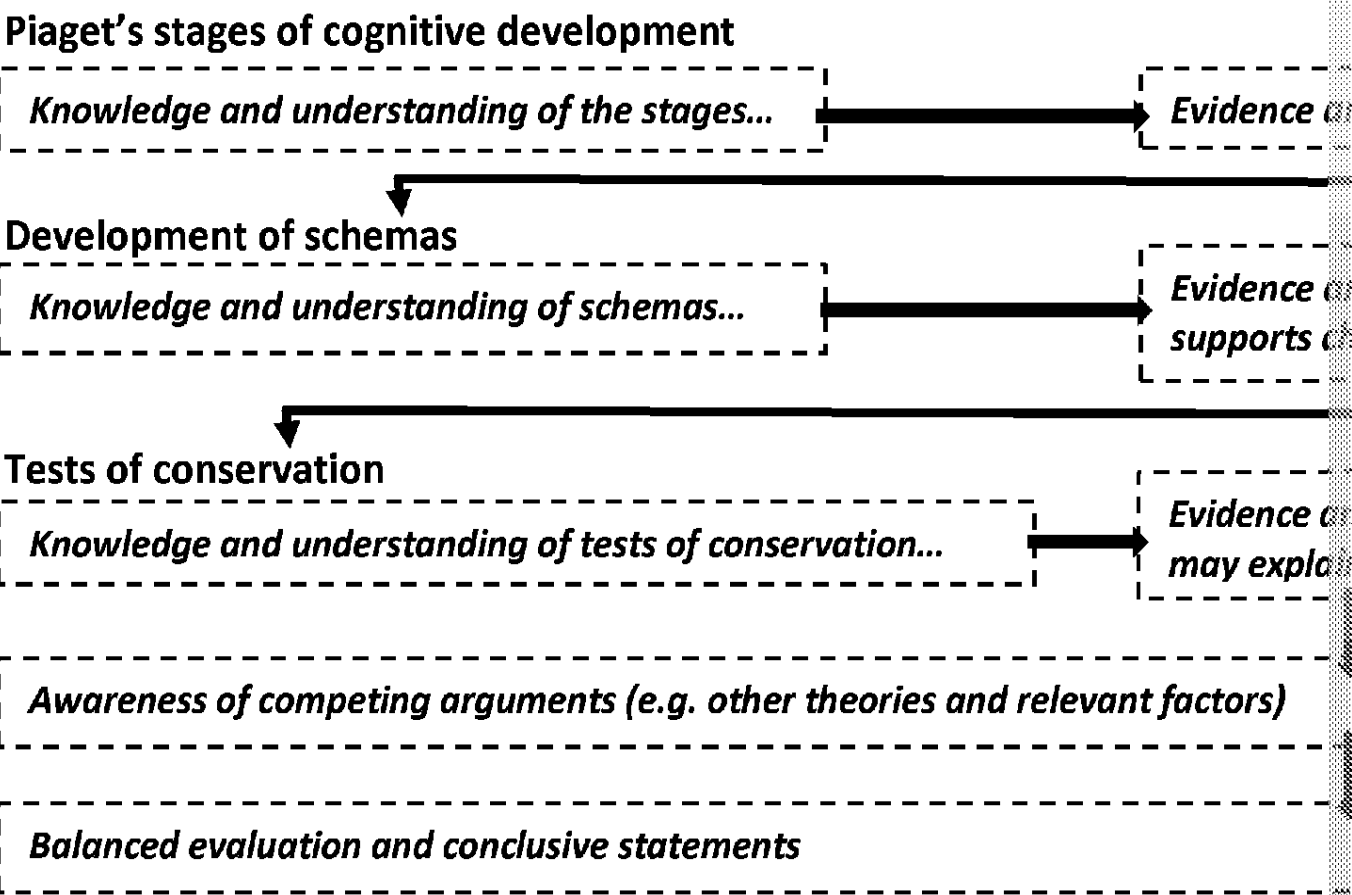
- 1. Write short definitions for the terms below, which relate to Chomsky’s model of language development.
 - a) Language acquisition device
 - b) Critical period
- 2. Below is a partially complete letter that begins to describe the intellectual development of Marcia in the early adulthood life stage. Imagine that the letter is being sent to update Mr and Mrs Griffiths as she is currently living in a residential college for young adults with behavioural issues.

Copy and continue the letter to describe the intellectual changes that Marcia has experienced.

Dear Mr and Mrs Griffiths,
I am writing to update you on Marcia’s progress while she has been staying in the residential college.
I am really pleased with her overall development while she has been at our college.
Yours sincerely,
Tony Webb
Head of Education Services at Madeup College

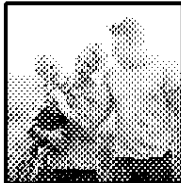
- 3. Create a plan that would help you to answer an exam-style question about Piaget’s model of cognitive development. Some prompts have been provided to help you make your plan.

Question: To what extent does Piaget’s model explain children’s cognitive development?



- 4. Explain how ageing affects memory loss in later adulthood.

Exam-style question



Kenneth and Margot have recently adopted a baby, Robbie, who is 12 weeks old. They are both really excited to be parents and spend a lot of time interacting with Robbie.

Justify how Chomsky’s theory may explain the intellectual development of Robbie.

Extension task

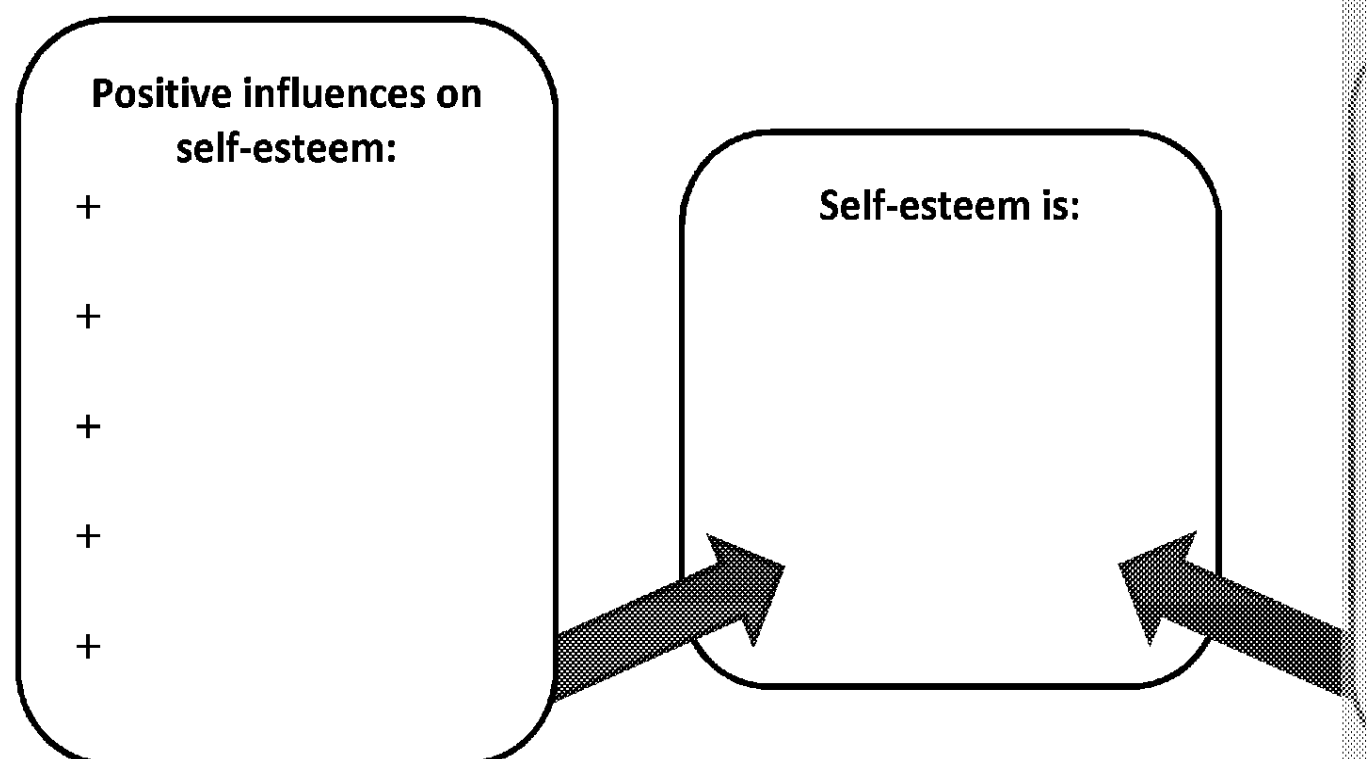
Research the difference between Chomsky’s and Piaget’s models of cognitive development. Write two paragraphs to summarise your findings.

4: Emotional development across the life stages

1. Match the key terms/phrases relating to attachment theory to their definitions.

Caregiver	A type of Ainsworth between
Sensitive responsiveness	A type of child feel care
John Bowlby	Psychology s
Insecure ambivalent attachment	Some responsi
Secure attachment	Psychol develo
Disruption to attachment	Extent of interpre
Mary Ainsworth	A type of Ainsworth co
Insecure avoidant attachment	Some develop

2. Annotate the diagram below to give details about self-esteem and the factors that negatively influence the development of self-esteem.



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3. The central box below contains a case study about self-image. Annotate the provided to guide you.

Define 'self-image':

What has influenced Kayla's self-image?

Kayla is 21, and is a nursing student who is starting a new placement. Kayla is getting to know the ward manager, who asks Kayla to describe herself. Kayla says she is a hard worker, likes to be punctual and enjoys providing high-quality care to different patients. Kayla also talks about her experiences on previous placements, where she has received good feedback from other colleagues about her work.

4. Create a plan that would help you to answer an exam-style question about emotional resilience. Some prompts have been provided to help you make notes.



Miranda is 30, and lives in a small city, in a shared house with two other people. She recently decided to change her career. She currently works as an accountant and wants to become a lawyer.

Question: Evaluate how changing her career could impact Miranda's emotional resilience.

+

Positive impacts on aspects of self-concept

Impact	Example

-

Negative impacts on aspects of self-concept

Impact

Other potential influencing factors (demonstrating competence in self-reflection)

Conclusion (make a judgement based on your notes)

4: Emotional development across the life stages

1. a) Copy and complete the table below to give definitions for the key terms to attachment theory. One has been completed for you.

Caregiver	Someone who takes significant responsibility for the child's care
Sensitive responsiveness	
Secure attachment	
Disruptions to attachment	
Insecure ambivalent attachment	
Insecure avoidant attachment	

b) Outline the work of John Bowlby and Mary Ainsworth, using the prompts below.

John Bowlby

- Critical period
- Maternal deprivation hypothesis
- Development of an internal working model

Mary Ainsworth

- The aim and procedure of the Strange Situation
- Types of interaction and attachment observed
- Results – the different types of attachment

2) Imagine you are working with teenagers at a youth service. You and your colleagues notice that many of the young people attending the service appear to have low self-esteem, and you decide to run a group for the attendees that focuses on self-esteem. You decide to write a short, fictional case study about a young person experiencing low self-esteem, which could be used to educate teenagers during the group.

- Write your case study (and annotate it). Make sure your case study includes:
- A definition of self-esteem
 - **Five** positive and **five** negative influences on self-esteem – explain why each influence is positive or negative
 - **Five** ways to increase self-esteem

3. The central box below contains a case study about self-image. Make notes on the case study using the prompts provided to guide you.

Define 'self-image'.

What has influenced Kayla's self-image?

Kayla is 21, and is a nursing student who is starting a new placement. Kayla is getting to know the ward manager, who asks Kayla to describe herself. Kayla says she is a hard worker, likes to be punctual and enjoys providing high-quality care to different patients. Kayla also talks about her experiences on previous placements, where she has received good feedback from other colleagues about her work.

Exam-style question



Miranda is 30, and lives in a small city, in a shared house with two other people. Miranda has recently decided to change her career. She currently works as a hairdresser, but she wants to train as a lawyer.

Evaluate how changing her career could impact Miranda's emotional development.

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5: Social development across the life stages

1. Below is a partially completed blog post about the importance of friendships. Fill in the gaps to explain how these can influence an individual's social development.

How friendships influence our social development

Developing friends and friendship groups is an important part of development. Most people make friends in thelife stage. There are many benefits to having friends, for example:

-
-
-

However, not all friendships are positive and healthy. Some friendships may involve people engaging in risky or negative behaviours, such as skipping school or consuming alcohol. This is sometimes called, and often happens because of peer pressure within the group. People in the..... life stage may be more likely to engage in these behaviours as this is a time when an individual becomes gradually more independent from their family members.

2. Children enter different stages of play as they develop socially.

Categorise the different characteristics of play given in the table below to one of the three stages of play by writing 1, 2 or 3 in the table. One has been done for you.

1

Solo play

2

Parallel play

Cooperative play

Playing independently of other children.	1	Children will start to share toys and materials at this stage of play.
Takes place between 0 and 2 years of age.		Playing alongside another child, but not interacting with that child.
Playing with other children, e.g. playing the same game together.		Children reach this stage when they are able to understand other people's feelings.
Children at this stage enjoy the company of another child, even if they are not playing together.		Children play alone at this stage as they have not yet developed the social skills to play with others.
This type of play involves following shared rules and establishing roles.		Children at this stage of play show a strong interest in the play of other children.
Takes place above 3 years of age		Takes place between 2 and 4 years of age.

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3. Complete the sentences below to give examples of how independence can be developed at different stages of an individual’s life.
- a) During childhood, individuals learn to do things for themselves, such as...
.....
.....
 - b) During adolescence, peer groups influence independence because...
.....
.....
 - c) Many individuals start employment during early adulthood, which builds independence because...
.....
.....
 - d) When an individual leaves their family home to live in their own place, it represents a significant step towards independence because...
.....
.....
 - e) Starting a family represents a significant step towards independence because...
.....
.....

4. Complete the table below to explain how relationships with others are important at different stages of life. *already been done for you.*

Infancy	<i>Interactions with primary caregivers are particularly important in infancy as children are completely dependent on them to have their needs met, and they begin to learn about social interaction (e.g. eye contact, facial expressions, etc.)</i>
Early childhood	
Adolescence	
Early adulthood	
Middle adulthood	
Later adulthood	

Extension task

How independent are you? Carry out a self-assessment on your level of independence at each life stage so far. For each life stage, give an example of something you have done or learnt.



5: Social development across the life stages

1. Outline the development of independence during an individual’s lifespan, giving examples of how independence can be developed at each different life stage.
2. Copy and complete the table below to explain how relationships with others develop across the life stages. One has already been done for you.



Infancy	Interactions with primary caregivers are particularly important. Infants depend on them to have their needs met, and they begin to develop social skills required for social interaction (e.g. eye contact, facial expressions).
Early childhood	
Adolescence	
Early adulthood	
Middle adulthood	
Later adulthood	

Exam-style question



Steve is 11, and has just started a new school. He doesn’t know anyone and has started to make friends with a group of girls and boys in his class. They meet together at lunchtimes and have some similar interests and hobbies.

Explain **two** ways that friendships could positively support Steve’s social development.

Exam-style question



Andy and Mike have recently adopted a baby, Taylor. She is 18 months old and the parents are enjoying finding creative ways to engage and play with her.

Taylor will pass through three main stages of play.

Explain the three stages of play that Taylor will pass through.

Extension task

How does your independence compare with that of a peer? Carry out a self-assessment on your development of independence so far. For each life stage, give a specific example of something you have learnt. Now compare your self-assessment with a peer’s.

- Did you gain independence at different stages?
- Why do you think this may be? What could be the contributing factors?

6: The nature/nurture debate

1. a) What is the name of the psychologist who developed social learning theory?
-
- b) Describe what is meant by ‘modelling’ in social learning theory.
-
-
- c) Outline the **three** key steps of learning new behaviour, according to social learning theory.
1.
2.
3.
- d) Which of the following statements describes ‘positive reinforcement’?
- (i) Providing a reward after a behaviour is performed.
- (ii) Avoiding a negative outcome after a behaviour is performed.
- (iii) Providing a negative outcome after a behaviour is performed.
- (iv) Watching someone else receive a reward after a behaviour is performed.
2. Match each key term or phrase to its definition.

Diathesis–stress model
Reinforcement
The ‘nature’ approach
Modelling
Genetic predisposition
The ‘nurture’ approach
Role model

The view that biological factors are responsible for the way we behave
A way of learning that involves watching others and imitating their behaviour
Someone who is admired and imitated by others
Environmental triggers that interact with a genetic predisposition to cause a behaviour
The view that environmental factors are responsible for the way we behave
An outcome or a response that is followed by a reward, making it more likely that the behaviour will be repeated
Inheriting a set of genes that predispose you to a health condition

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3. Write a short summary of how the diathesis–stress model explains mental health problems. You have been provided to help you.

genes	predisposition	stress	trigger
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			

4. Read the statements about maturational theory, and circle ‘true’ or ‘false’ for each of your answers, and correct any false statements.

- a) Maturational theory was proposed by Albert Bandura in the 1920s. **True**
Justification:
- b) Maturational theory is an example of a ‘normative’ approach to development. **True**
Justification:
- c) According to maturational theory, all children develop at the same pace. **False**
Justification:
- d) Maturational theory is on the ‘nurture’ side of the nature/nurture debate. **False**
Justification:

Extension task

The diathesis–stress model of mental illness is one example of how a condition can arise because it combines nature and nurture factors. Can you think of a *phobia* that is partly due to factors associated with nature and nurture?

Research an appropriate condition and make notes on:

- the ‘nature’ influence
- the ‘nurture’ influence
- how nature and nurture interact
- the impact of that condition on an individual’s well-being

6: The nature/nurture debate

1. Summarise the two theories below, using the prompts and keywords that have been provided.

Maturation theory	Social learning theory
<ul style="list-style-type: none">• Researcher• Nature or nurture?• Main features: (keywords: milestones, normative)• Critiques / evaluation points	<ul style="list-style-type: none">• Researcher• Nature or nurture?• Main features: (keywords: modelling, reinforcement)• Critiques / evaluation points

2. Read the case material below. Copy down some key words and phrases from the material and label them with the key elements of social learning theory which are described. Make an annotation for each annotation you make. One has been done for you.

Role model - Heather is Marie's role model as she is older than her.

Marie is 7, and goes to the same local primary school as her older sister, Heather, who is 8. They are both outside with their friends at lunchtime. Lots of the children are playing with equipment such as hoops, balls and games. At the end of lunchtime, Marie sees that Heather is helping to help the teachers tidy everything away. Marie also begins to pick up some equipment as she wants to help. She also sees that the teachers have explained this to Heather, so Marie keeps tidying up. A teacher comes over to Marie and praises her for being so helpful.

3. Write a short summary of how the diathesis–stress model explains mental health problems.
4. Create a fictional case study which applies the diathesis–stress model to understand how an individual has developed a mental health problem. You could write this as though you were working in a mental health service, and you are trying to understand how they became unwell. You should include the following:
- Background information – who is the individual? Which service are they working in? What mental health condition do they have?
 - The ‘diathesis’ component of how they have become unwell.
 - The ‘stress’ component of how they have become unwell.

Extension task

Different physical health conditions can be explained by nature, nurture or both.

Categorise each of the conditions listed below as being influenced by nature, nurture or both:

- Cystic fibrosis
- Alcohol-related liver disease
- Type 2 diabetes

Now make three short prompt cards to indicate the nature/nurture influence on each condition and how they interact for the condition you identify. Also include the impact each condition has on an individual's life.

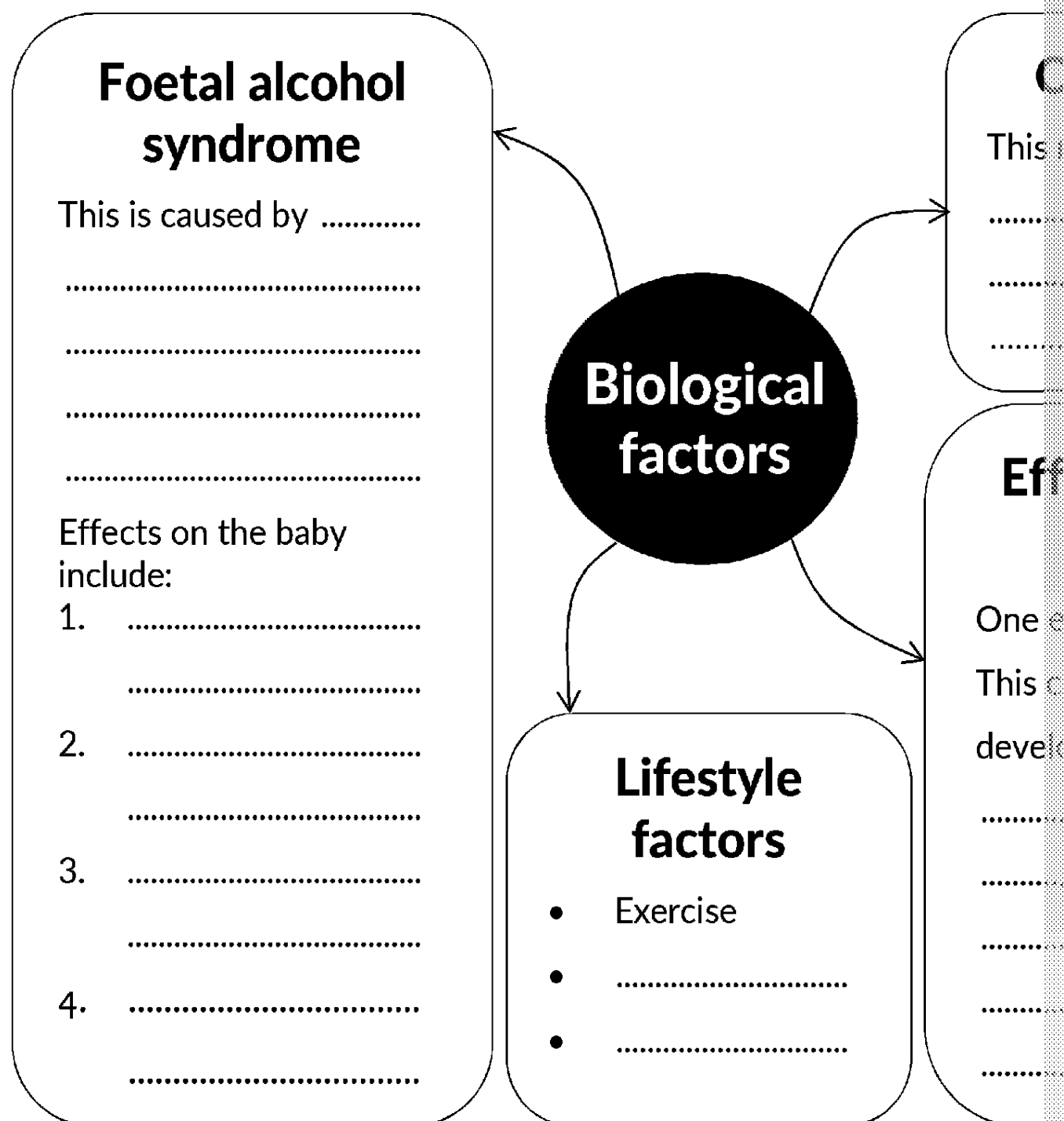
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7: Genetic factors that affect development

1. Write short definitions for the terms and phrases below. Some keywords have been provided to help you.
- a) Genes:
.....
Keywords: DNA, inherit, information
- b) Congenital defect:
.....
Keyword: birth
- c) Genetic susceptibility:
.....
- d) Mutation:
.....
Keywords: gene, change
2. Identify **two** physical health conditions that an individual could inherit a gene for.
1.
2.
3. Complete the diagram below with details of biological factors that can affect development. Answers have been provided for you.



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4. Match the name of each genetic condition to the correct description of that condition.

Brittle bone disease	A condition affecting boys who have a missing X chromosome. Results in reduced muscle strength, reduced body hair, reduced testosterone levels.
Klinefelter's syndrome	Difficulties in telling colours apart. This is a genetically inherited abnormality.
Phenylketonuria (PKU)	A genetic mutation or an inheritance of a faulty gene for collagen. This results in bone fragility.
Duchenne muscular dystrophy	Acquiring a full or partial extra chromosome 21 causes different levels of learning difficulties and physical abnormalities.
Colour blindness	Onset is usually around 35–50 years of age. It involves progressive, fatal damage to the brain, resulting in a reduction in motor coordination.
Cystic fibrosis	The body cannot break down fats and proteins, such as milk, meat and eggs. This results in the build-up of phenylalanine, which causes mental health problems.
Down's syndrome	The lungs become clogged with mucus, which causes respiratory problems.
Huntington's disease	Mutations on the X chromosome cause the body to repair and build muscles. This results in muscle wasting and physical abnormalities.

5. Write a short fact sheet about one of the following genetic conditions, using the template below.

Cystic fibrosis	Huntington's disease	
-----------------	----------------------	--

Condition:

Cause of condition:

Impacts on development:

Physical	Emotional	Intellectual

Treatment / management approaches available for the condition:

7: Genetic factors that affect development

1. Define the following terms:
 - a) Genes
 - b) Congenital defect
 - c) Genetic susceptibility
 - d) Mutation
2. Identify **three** physical health conditions that an individual could inherit a genetic condition.
3. Copy and complete the diagram below with details of biological factors that can affect development.

Foetal alcohol syndrome Causes: Effects on the baby include:	Lifestyle factors List as many lifestyle factors as you can think of: Congenital defect What does this mean?
---	---

4. Briefly describe each of the genetic conditions listed below, with reference to the symptoms and how they affect the individual.
 - Brittle bone disease
 - Klinefelter’s syndrome
 - Phenylketonuria (PKU)
 - Duchenne muscular dystrophy
 - Colour blindness
 - Cystic fibrosis
 - Down’s syndrome
 - Huntington’s disease

Exam-style question



Daniela is 23, and lives with her partner in a city. She has recently started at a new medical practice as a new patient, and is having a health check-up with her general practitioner. She asks Daniela about her family’s medical history, and is told that both her parents have type 2 diabetes.

To what extent could genetic factors impact Daniela’s physical development?

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8: Environmental factors that affect development

1. Fill in the gaps in the text below to describe how exposure to pollution can impact health.

People who live in _____ areas are more likely to be exposed to pollution than _____ people who live in rural areas. This is because there is a higher amount of _____ in the air, which is often caused by fumes from _____. Long-term inhalation of these _____ substances, dust and smoke can lead to an increased risk of developing _____ system, such as lung cancer. Being exposed to pollution can also lead to _____ attacks, as inhaling these particles can cause additional inflammation of the _____ airways. Pollution exposure can also contribute towards cardiovascular problems, such as blood _____, stroke (because blood _____ are more likely to be affected by _____ vessel damage. Some people may also experience an _____ reaction to _____ pollution exposure, which could involve coughing, sneezing and itching.

2. Read the case material below. Annotate the case study to show where aspects of the situation are hazardous. For each aspect you identify, explain how it could affect health. Some key terms have been provided to give you an idea about what to cover.

Respiratory disorders	Cardiovascular problems	Hypothermia
-----------------------	-------------------------	-------------

Craig is 62, and lives alone in a small house. He has been struggling financially, and has not been paying for the heating on as he's worried about the cost. His house also gets damp, which is causing mould to appear on the walls. There are several things broken in Craig's house, including the banisters – his landlord has been promising to get these fixed, but hasn't done so yet. Craig is experiencing high levels of stress due to his housing conditions, and has found that his blood pressure is higher than it used to be.

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3. One barrier to accessing health and social care services is whether an individual's needs and requirements can be met by particular services.

Identify and explain **three** different factors that could impact an individual's access to services.

Factor 1:

Explanation:

.....

Factor 2:

Explanation:

.....

Factor 3:

Explanation:

.....

Exam-style question



Ade is 40, and lives in a small town. He works full-time as a car mechanic and he walks to work as he cannot drive. His doctor has recommended that he see a specialist about some problems he has been having with his heart. The hospital he would need to attend is in the nearest large town, which is about 20 miles away.

Outline **two** barriers that Ade might face when trying to attend his hospital appointment.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extension task

How can we reduce the impact of barriers to accessing health and social care services? Choose one barrier from the following:

- availability of transport
- opening hours of services
- the ability to understand the needs/requirements of patients

Research ways that this barrier can be overcome. Write a short paragraph that summarises your findings and outlines a conclusion about what you think is the most effective.



8: Environmental factors that affect development

1. Below is the title for a fictional news article. You should write this news article. Your article should describe the impact that pollution exposure is having on the physical development of people. Your article describes what pollution is and the different health impacts that it can have.

 **MAYOR SAYS AIR POLLUTION IS CITY'S 'BIGGEST PROBLEM'**

2. Read the case material below. Identify aspects of the case study which show that the situation is hazardous. For each aspect you identify, explain how it could affect the health of the person. One has been done for you as an example.

Craig is 62, and lives alone in a small house. He has been struggling financially and has not been putting the heating on as he's worried about the cost. His house is old and is causing mould to appear on the walls. There are several things broken in the house, including the banisters – his landlord has been promising to get them fixed but hasn't done so yet. Craig is experiencing high levels of stress over his house and has found that his blood pressure is higher than it used to be.

3. Create a plan that would help you answer the exam-style question below. Use the following template:

Question: Discuss how environmental factors could impact an individual's inter-personal relationships.

Impact of pollution

Knowledge and understanding of this factor → How this can impact on the individual

Impact of housing conditions

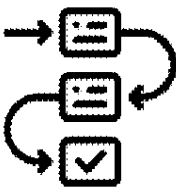
Knowledge and understanding of this factor → How this can impact on the individual

Access to health and social care services

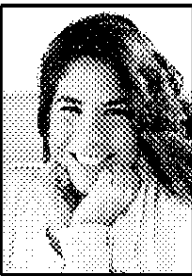
Knowledge and understanding of this factor → How this can impact on the individual

Awareness of competing arguments (e.g. other relevant factors)

Balanced evaluation and conclusive statements



Exam-style question



Sara is 20, and is doing an apprenticeship in construction. She is also a person who has severe difficulties with mobility. Sara has been struggling to access some support. However, she doesn't know what kind of support is available and whether she is eligible. She looked up carers' organisations, but they were not able to help her as they were not open at the time of her apprenticeship timetable and she would have to catch two buses to get to the office.

Outline **three** barriers that Sara might face when trying to access social care services.

Extension task

How can we reduce the impact of barriers to accessing health and social care services? Choose one barrier from the following:

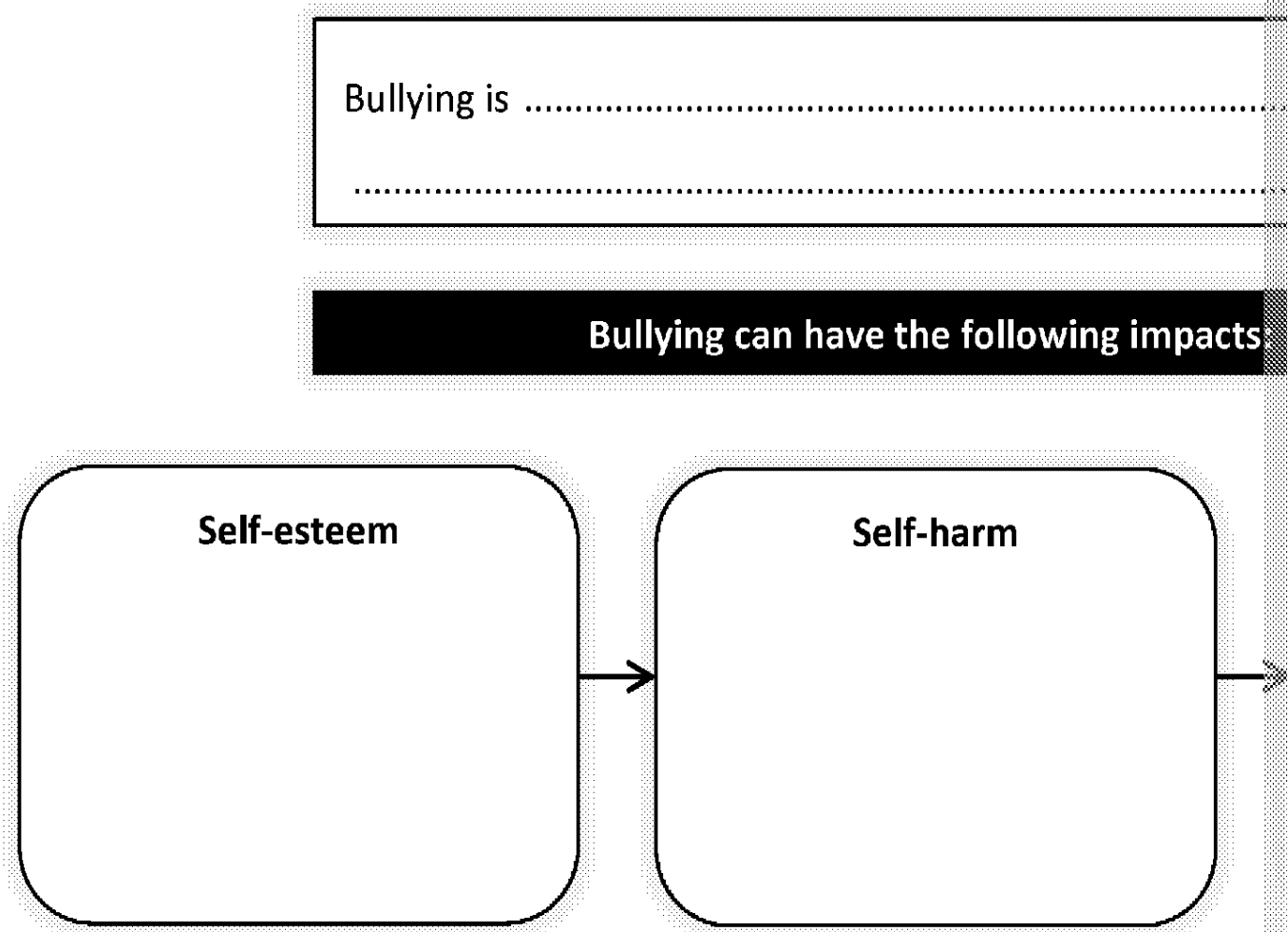
- availability of transport
- opening hours of services
- the ability to understand the needs/requirements of particular groups of people

Research ways that this barrier can be overcome. Summarise your findings in one advantage and one disadvantage for each strategy you find. Write an additional paragraph which considers the ways in which your chosen barrier disproportionately impact different groups of people (e.g. low-income people, the elderly, people with mental health problems).

9: Social factors that affect development

1. Write a short definition for each of the terms below. Some keywords have been provided for you.
- a) Family dysfunction:
.....
Keywords: norms, unhealthy
 - b) Divorce:
.....
Keywords: legal
 - c) Parental separation:
.....
 - d) Sibling rivalry:
.....
Keywords: brother, sister
 - e) Authoritarian parenting:
.....
Keyword: strict
 - f) Permissive parenting:
.....
Keywords: lax
 - g) Authoritative parenting:
.....

2. Complete the diagram below to explain what bullying is and what impact it can have.



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3. Choose one of the following parenting styles:

Authoritative	Permissive	
---------------	------------	--

Write a case study which describes a family environment that involves the par
In your case study, you should also include how that parenting style has an im

Family environment (describe the parent(s) and their child):

Explain the parenting style:

Impact on the child’s development:

Exam-style question



Jamie is a trainee care assistant. He is currently undergoing his training programme at his new job. The topic of today’s session is culture, religion and/or belief can affect the way someone lives. Discuss the kinds of treatment that an individual might view as acceptable.

Describe how culture, religion or belief could affect an individual’s dietary requirements.

.....

.....

.....

.....

Extension task

Do some research on the dietary requirements and/or preferences of your choice. Use your findings to design a menu that meets the needs of your choice. Use your findings to design a menu that meets the needs used in a care setting (e.g. a menu plan for a care home).



9: Social factors that affect development

1. First, write a short definition of each of the following parenting styles:
- Authoritative
 - Permissive
 - Authoritarian

Next, choose one of the above parenting styles. Write a case study which describes that involves the parenting style of your choice. In your case study, you should explain how the parenting style has an impact on the child’s development.

2. Imagine that you have been asked to design a flyer which informs young people about bullying. Make sure your flyer covers the following information:
- Definition of bullying – what does it involve?
 - Effect on self-esteem
 - How this could lead to self-harm
 - How this could lead to suicide

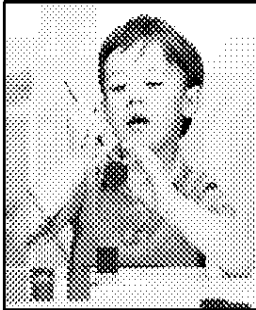
Exam-style question



Jamie is a trainee care assistant. He is currently undergoing his training programme at his new job. The topic of today’s session is about how culture, religion and/or belief can affect the way someone lives their life. Discuss the treatment that an individual might view as acceptable.

- Describe how culture, religion or belief could affect an individual’s:
- dietary requirements (including any dietary restrictions)
 - consent to medical intervention

Exam-style question



Charlie is 4, and lives with his parents in a large town. He has two brothers, Joshua, who is 5, and Amy, who is 7. Since moving to this town, his parents have been arguing a lot. His father is unhappy with the situation and they are now living a long way from his own parents. There are no rules in place at home, and the children are often left unsupervised.

Explain **two** ways that Charlie’s social development could be impacted by his situation.

Extension task

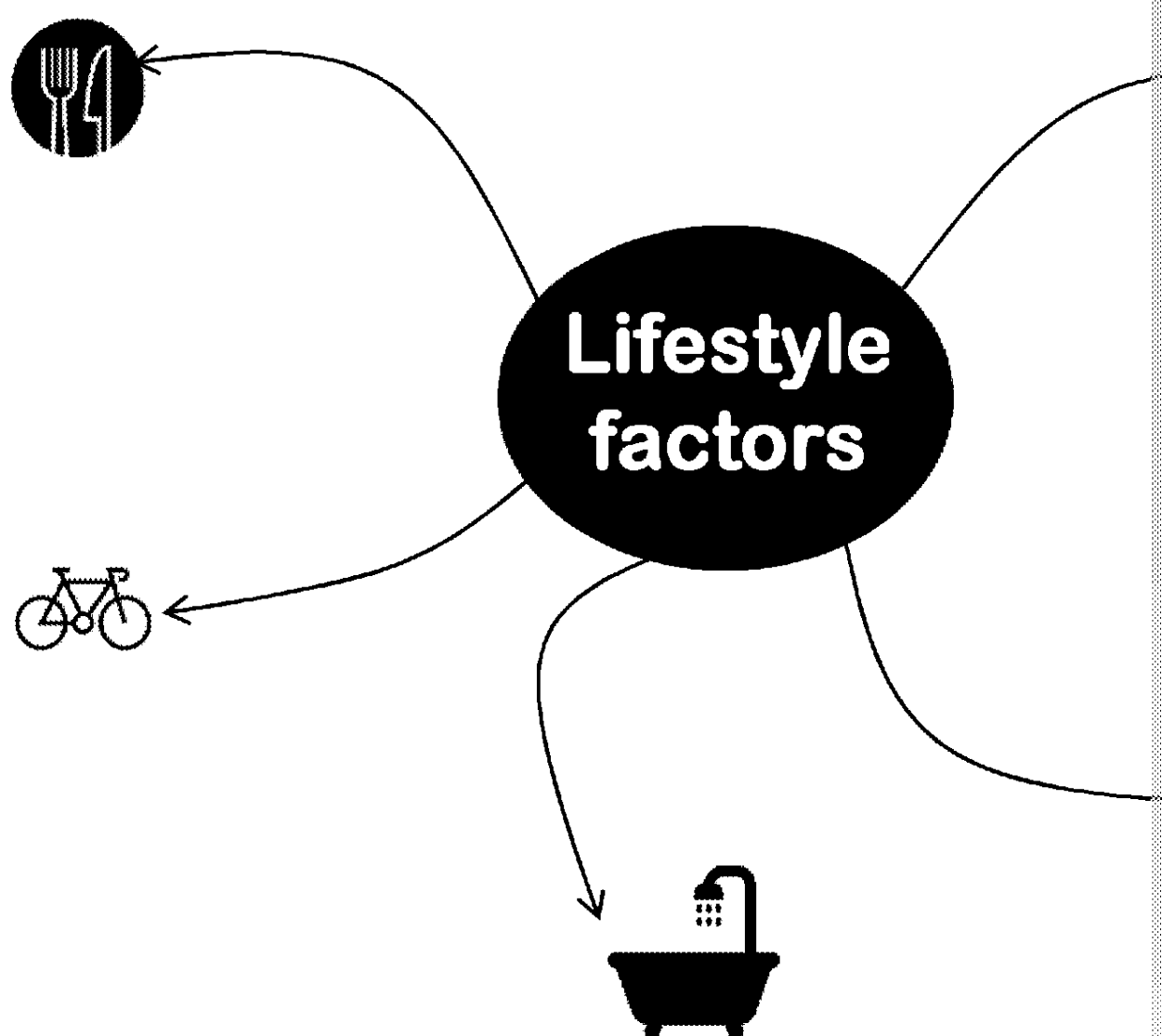
Do some research on the dietary requirements and/or preferences of different cultures of your choice. Use your findings to design a presentation to be used during a training session for staff in a care home. Your presentation should explain why it is important that an individual’s dietary requirements are met.

10: Economic factors that affect development

1. Fill in the gaps in the text below to describe how employment status can impact development.

Employment status means whether or not someone has a _____ job or work involved, and whether they are on a permanent or temporary _____ employment can be beneficial for an individual in many ways – for instance, it can help them to progress and build _____. This could help to boost an individual's _____ confidence. Being employed also provides an individual with _____ income, which is used to pay for housing, living and leisure costs. Working may also support an individual who has good relationships with their _____ and/or family. Being unemployed can cause lots of worries over finances, which can lead to _____ stress. If an individual has their employment stopped because it is no longer available for them (being 'made _____'), this may alter their role they play in society has changed. People who are unemployed may experience social _____ as there are fewer opportunities for them to spend time with others. On the other hand, being employed can also cause high levels of stress. This is because working hours are long or _____, if the pay is _____, or if the work is _____.

2. Complete the spider diagram below to give details of how lifestyle factors can impact development. Some picture clues have been included on the diagram to help you. Explain one way in which an individual's development could be influenced.



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3. Complete the table below to give examples of how education can influence an individual’s development. Some examples have been filled in to help you.

Impact of education on development		
Physical development	Intellectual development	Emotional development
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">• Building skills such as focus, concentration and organisation••	<ul style="list-style-type: none">•••

4. For an ‘evaluate’ question, you should try to provide a balanced view in your question below, and then use the boxes to make notes on both ‘positive’ and ‘negative’ impacts. A couple have been added for you already – list as many others as you can.

Question: Evaluate how lifestyle can affect an individual’s social well-being.

Positive impacts of lifestyle on social well-being

- Making new friends, e.g. at a sports club
-
-
-

Negative impacts of lifestyle on social well-being

- Drinking heavily and having bad relationships
-
-
-

Note: To achieve maximum marks for a question like this in your exam, you should provide a balanced conclusion and relevant examples, and make use of correct terminology.

Exam-style question



Justin is 20, and is a university student living in a city. He is away from his parents’ home for the first time. The rent is expensive and he only has a small amount of income left each month after his bills.

Explain **two** possible negative effects that Justin’s income and expenditure have on his physical development.

.....

.....

.....

.....

(continue your answer on a separate piece of paper)

10: Economic factors that affect development

1. Write a blog post about the influence of employment status on development. Make sure you include the following:
 - a definition of employment status
 - an example of how employment status could impact various aspects of an individual's development.
2. Identify **three** lifestyle factors, and, for each factor, explain **one** way it could impact an individual's development.
3. Copy and complete the table below to give examples of how education can impact various aspects of an individual's development. A couple have been added for you.

Impact of education on development		
Physical development	Intellectual development	Emotional development
<ul style="list-style-type: none">• Greater knowledge of health and healthcare		

4. For an 'evaluate' question, you should try to provide a balanced view in your answer to the question below, and then make notes on both 'positive' and 'negative' sides of the issue, as you can think of.

Question: Evaluate how lifestyle can affect an individual's social well-being.

Note: To achieve maximum marks for a question like this in your exam, you should provide a balanced conclusion and relevant examples, and make use of correct terminology.

Exam-style question



Justin is 20, and is a university student living in a city. He is living at his parents' home for the first time. The rent is expensive and he only has a small amount of income left each month after paying for his other bills.

Explain how Justin's income and expenditure could negatively affect his personal development.

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1 1: Major life events that affect development

1. Describe the difference between **predictable** life events and **unpredictable** life events. Describe the impact of each.

.....

.....

.....

.....
2. Read the case material below. Annotate the case study to identify the major life events that have been done for you.

Scott is 28, and has just received a promotion to the position of restaurant manager, after working his way up from his previous job as a bartender a few years ago. He is excited about the challenges of his new role but is worried about the possibility that any stress might have on his relationship with his wife. They got married about two years ago but are currently talking about divorce as they are arguing a lot of the time. Their first child has just started school, but Scott has recently taken on some additional caring responsibilities for his father recently. Since his father retired, he has been struggling with his mobility and needs some help with his living tasks. His mother passed away earlier this year and his father has also been struggling with the grief.

3. Complete the table below to give one **positive** and one **negative** possible impact of each event on the individual's development. *Some have already been done for you.*

	Positive impact	
Moving home	Opportunity to meet new people in the new area	
Redundancy		
Accident/injury		
Changing employment		Additional new role
Leaving home		
Serious illness	May prompt someone to re-evaluate their priorities in life	

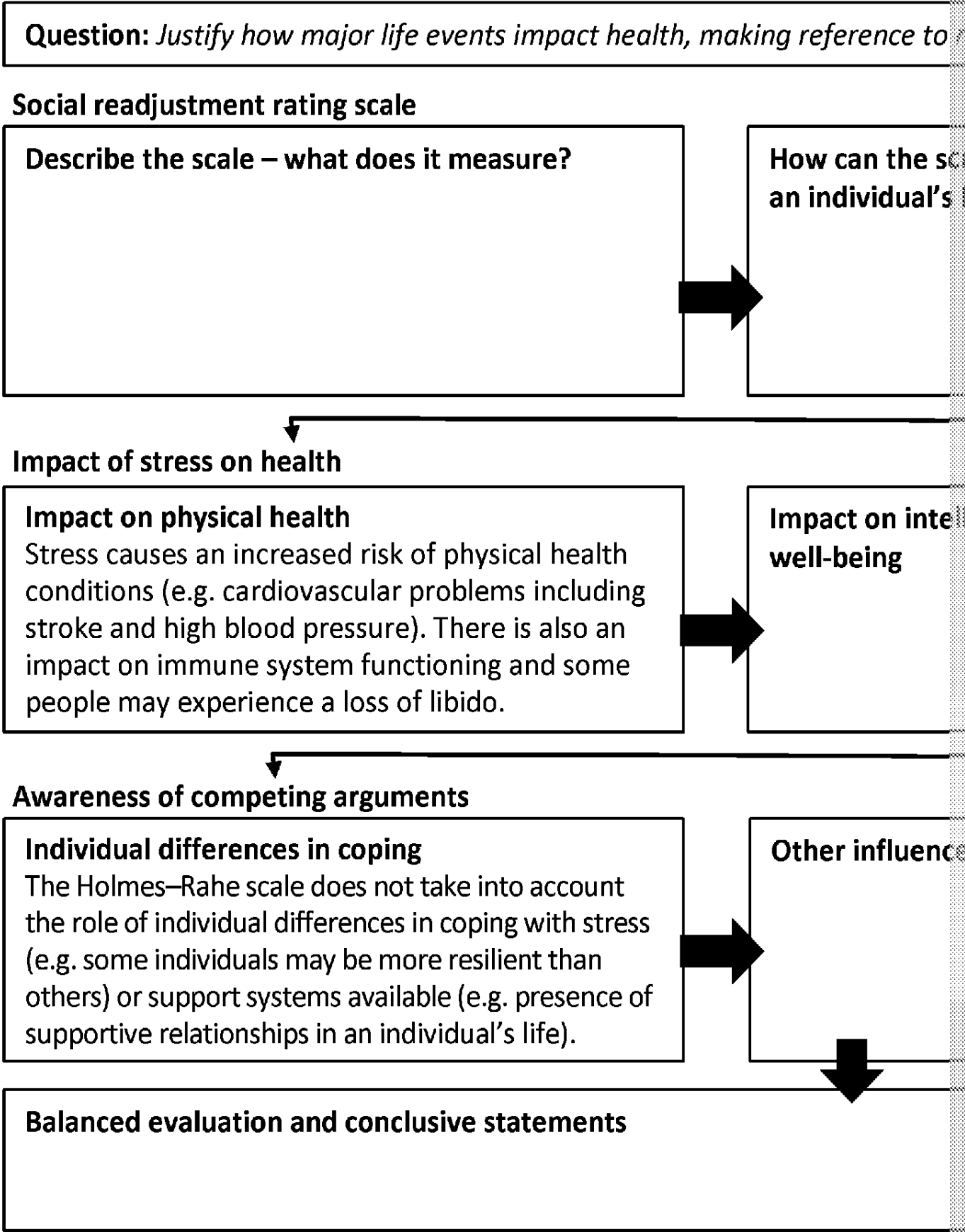
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4. Create a plan that would help you answer the exam-style question below. The plan is provided to guide you – fill these in with brief notes (some have already been filled in).



Exam-style question



Samantha is 27, and has recently had her first baby. She is having difficulty working to adjust to her new role as a parent, and her parents (who have been dropping in to help her).

Explain **two** ways that starting a family could affect Samantha's social well-being.

.....

.....

.....

.....

.....

.....

.....

.....

1 1: Major life events that affect development

1. a) Describe the difference between **predictable** life events and **unpredictable** life events.
- b) Identify **four** predictable life events and **four** unpredictable life events that affect development.
2. Read the case material below. Annotate the case study to identify the major life events. Also state whether each event is predictable or unpredictable. One has been done for you.

Scott is 28, and has just received a promotion to the role of restaurant manager, after working his way up from his previous job as a bartender a few years ago. He is excited about the challenges of his new role but is worried about the impact that any stress might have on his relationship with his wife. They got married about two years ago but are currently talking about divorce as they are arguing a lot of the time. Their first child has just started school, but Scott has also taken on some additional caring responsibilities relating to his father recently. Since his father retired, he has been struggling with his mobility and needs some help with his daily living tasks. His mother passed away earlier this year and his father has also been struggling with the grief.

3. Copy and complete the table below to give one **positive** and one **negative** point about the impact of each life event on an individual's development. *One has been done for you.*

	Positive impact	
Moving home	Opportunity to meet new people in the new area	
Redundancy		
Accident/injury		
Changing employment		
Leaving home		
Serious illness		

4. Copy and complete the table below to categorise each life event as being either a 'change to life circumstances' or a 'relationship event'. Indicate your choice by writing 'relationship' or 'change to life circumstances' in the appropriate column.

Starting school	Marriage	Divorce	Bereavement

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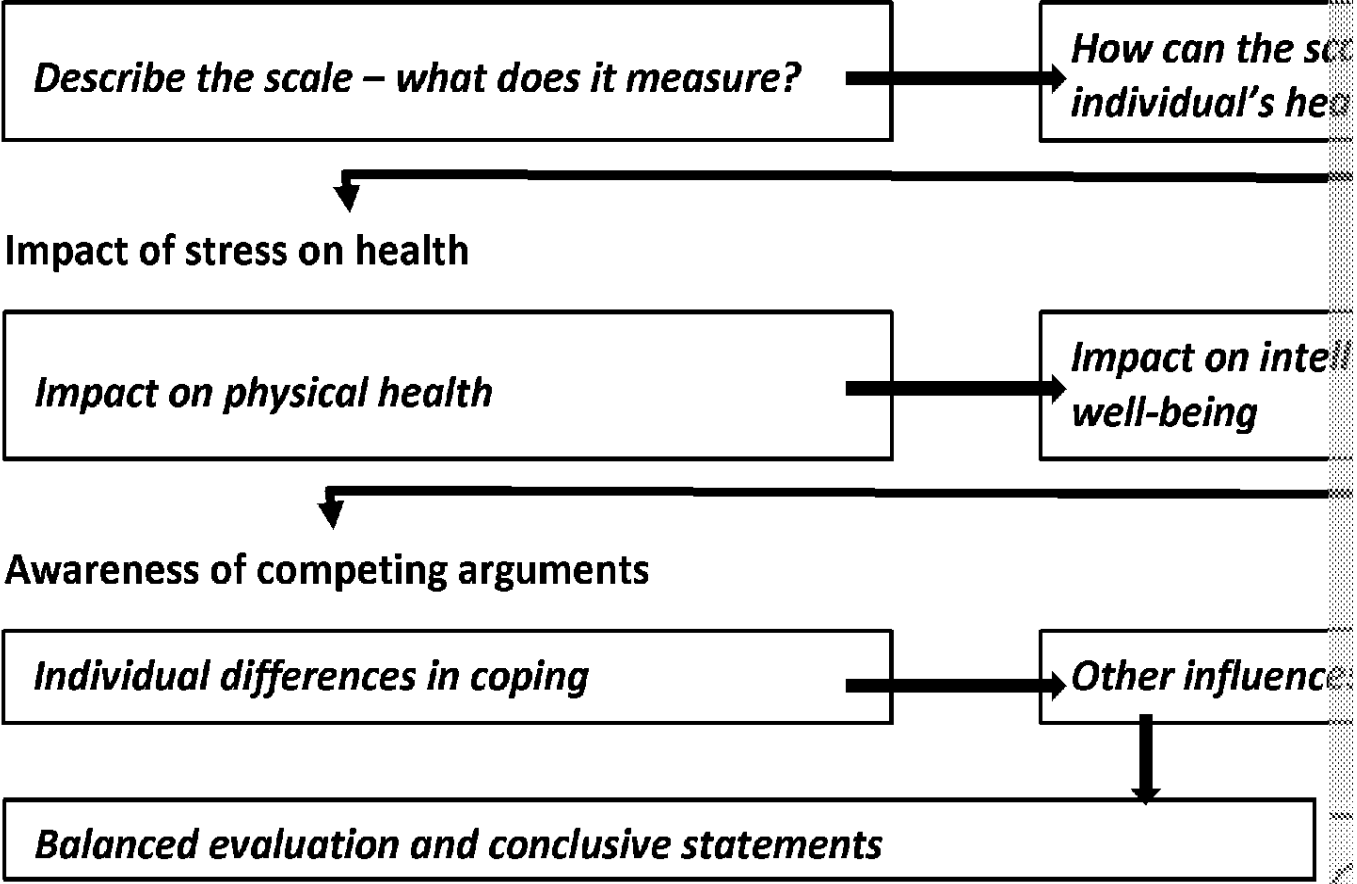




5. Create a plan that would help you answer the exam-style question below. Use 1

Question: *Justify how major life events impact health, making reference to*

Social readjustment rating scale



Exam-style question



Samantha is 27, and has recently had her first baby. She is having to go off work to adjust to her new role as a parent, and her parents (and grandparents by) have been dropping in to help her.

Explain **two** ways that starting a family could affect Samantha’s social well-being.

Exam-style question



Kevin is 62, and is starting to think about retiring from his job. He lives with his wife in a small town, near to lots of family. They have also recently become grandparents.

Explain **two** ways that retirement could positively affect Kevin’s well-being.

12: The physical changes of ageing

1. a) Identify **three** symptoms of Alzheimer's disease.
1.
2.
3.
- b) Which of the following statements about dementia are true? Tick all correct.
- (i) Dementia can affect younger as well as older adults.
- (ii) Risk factors for dementia include family history, smoking and heavy alcohol consumption.
- (iii) Everybody with dementia follows the same course of symptoms.
- (iv) Dementia is a progressive condition that affects an individual's cognitive abilities.
- c) Outline **two** functions of nervous tissue.
-
-
-
-
- d) What are the effects of nervous tissue degeneration during ageing? Tick all correct.
- (i) Increased risk of cataracts or glaucoma ☐
- (ii) General slowing of information processing speed ☐
- (iii) Reaction times become slower ☐
- (iv) Decline in short-term memory abilities ☐
2. The table below contains details about the effects of illnesses common in ageing. Tick all correct. If an illness has already been done for you, tick 'done'.

	Physical	Intellectual
An individual diagnosed with dementia who is struggling to interact and communicate with other people.		
An individual with osteoarthritis who is suffering with painful and swollen joints. These make it very difficult for them to move around.		
An individual has recently been diagnosed with coronary heart disease. They are very worried and anxious about what this means.		
An individual who is experiencing a gradual decline in their vision. They are struggling to read books in the same way they used to.		
An individual with osteoporosis fell recently and broke their hip. This has made it impossible for them to get out and spend time with others.		

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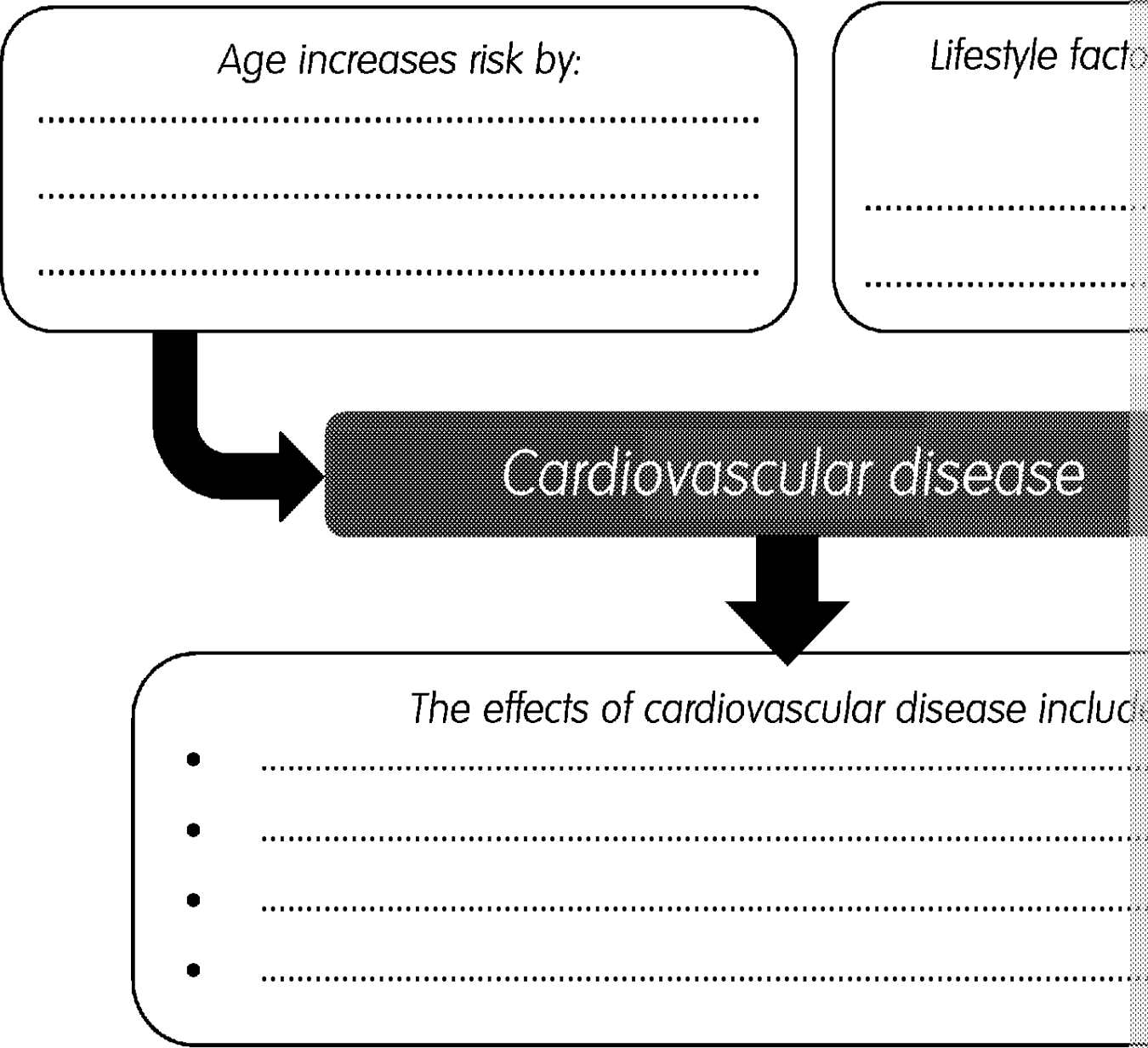




3. Complete the table below to give some details about several key physical changes that have *already been filled in to help you*. You'll need to give a quick definition of each change and one example of how that change could impact an older adult.

	Osteoarthritis	Degeneration of sensory organs
Definition		
Impact on development	<i>Painful, stiff joints that can make movement difficult.</i>	

4. Complete the diagram below to explain how older adults may be at greater risk of cardiovascular disease. Some prompts have been added to help you.



Extension task

- Do some research on osteoarthritis, and design a 'key facts' poster about it, including:
- symptoms
 - causes / risk factors
 - treatment
 - support available

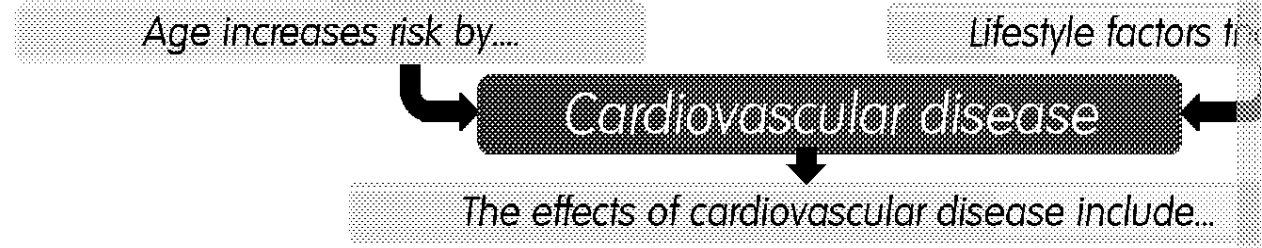
12: The physical changes of ageing

1. a) Read each statement about physical changes during ageing. State whether it is true or false, and justify your response.
- (i) Dementia can affect younger as well as older adults.
 - (ii) Dementia can be prevented by avoiding smoking and heavy alcohol consumption.
 - (iii) Alzheimer’s disease is an interchangeable term for dementia.
 - (iv) Degeneration of nervous tissue can affect the cognitive abilities of older adults.
- b) Outline **two** functions of nervous tissue.
- c) What are the effects of nervous tissue degeneration during ageing? Write down **four** effects.
- (i) Increased risk of cataracts or glaucoma
 - (ii) General slowing of information processing speed
 - (iii) Reaction time
 - (iv) Decline in sensory abilities

2. Copy and complete the table below to give some details about several key physical changes. You’ll need to give a short definition of each physical change, and then give one example of how it could impact an older adult.

	Osteoarthritis	Degeneration of sensory organs
Definition		
Impact on development		

3. Copy and complete the diagram below to explain how older adults may be at greater risk of cardiovascular disease.



4. Below are some examples of the effects of illnesses common in ageing. For each example, write down **one** physical, intellectual, emotional or social development that is primarily affected, and then give a short justification for your answer.
- An individual diagnosed with dementia who is struggling to interact and communicate with others.
 - An individual with osteoarthritis who is suffering with painful and swollen joints, making it difficult for them to move around.
 - An individual has recently been diagnosed with coronary heart disease. They are feeling anxious about what this means.
 - An individual who is experiencing a gradual decline in their vision. They are finding it difficult to do the same way they used to.
 - An individual with osteoporosis fell recently and broke their hip. This has prevented them from getting out and spend time with others.

Exam-style question



Gareth is 40, and has recently moved to be closer to his mother. Gloria has been living alone for a few years since her husband died. Gareth thinks that by being closer he might be able to provide her with more support. Gloria has found her eyesight is getting worse, and she struggles to read the newspaper.

Explain **two** ways that illnesses common in ageing could affect Gloria’s emotional development.

Extension task

- Do some research on osteoarthritis, and prepare a short oral presentation for your class. Your presentation should include:
- symptoms
 - causes / risk factors, linked to the nature/nurture debate
 - treatment
 - support available
 - relevance to the ageing population

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13: The psychological changes of ageing

1. Read the following statements about theories of ageing and socialising in old age. Mark each statement as 'true' or 'false' for each one.
- a) Social disengagement theory proposes that people naturally withdraw from social contact as they age.
True or false?
 - b) If older adults socialise less, this must be because they are no longer interested in social contact.
True or false?
 - c) Activity theory proposes that 'successful ageing' occurs when an older adult has no health problems or disabilities.
True or false?
 - d) Activity theory was proposed by Cumming and Henry in 1961.
True or false?
2. Below is an excerpt from a (fictional) magazine article about ageing, including gaps that may be experienced. Fill in the gaps to complete the article – the words you need are provided underneath.

Some people have worries about _____ as they age. Many may struggle with the high costs on the state pension, which could lead to high levels of worry and _____ concerning given the high costs of _____ the home during winter, with many older adults experiencing 'fuel _____'. Some financial support may be available, such as the Winter Fuel _____ . These are less likely to be available to those who previously had a well-paid _____ that provides a good occupational pension to support them through retirement.

There are also _____ influences on the way that elderly care is provided. It is uncommon in Western culture for elderly adults to live in _____ care homes where care can be met around the clock. This is not necessarily the case in other cultures where extended family communities may be more likely to provide care for relatives at home. For some older people, this could help to reduce social _____ by providing extended family support members.

The way someone views _____ is also likely to be influenced by their cultural beliefs. Depending on an individual's views, death may be seen as something to be feared or may be seen as an inevitable _____ to some kind of afterlife or new life.

Additionally, ageing can affect someone's confidence and self-_____ . This can affect the way people view themselves. This is likely to vary between individuals. Some older people in retirement and looks over their past achievements with pride, this is likely to be more common in those who have a strong sense of _____ .

Poverty	Cultural	Payment	Job
Pension	Money	Spiritual	Residential
Positive	Feared	Death	Esteem

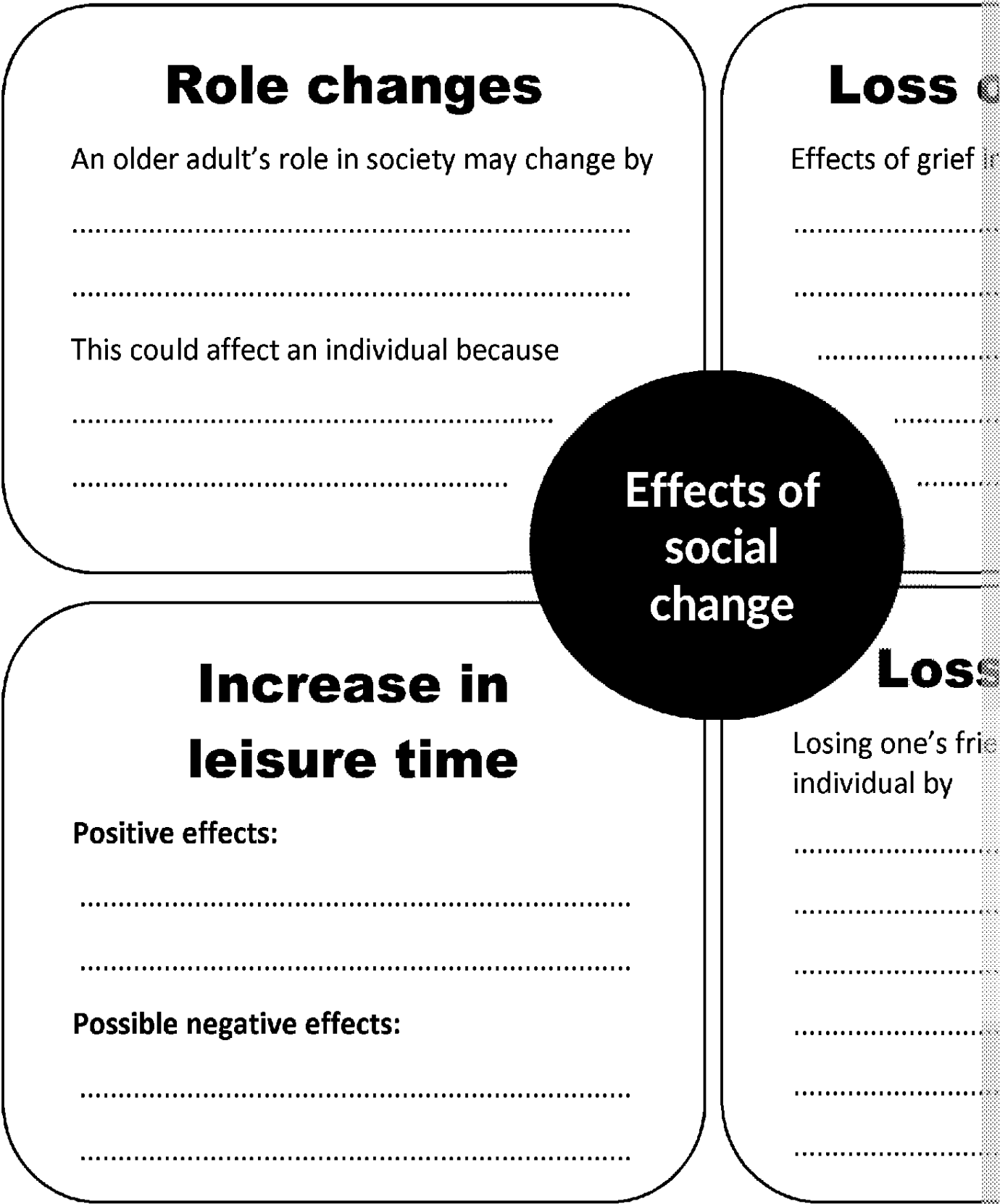
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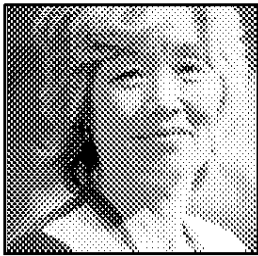




3. Complete the diagram below to give details of social changes that can affect individuals. Some prompts have been included to help you.



Exam-style question



Ruth is 75, and lives with her husband, Martin. She is retired now, but was previously as a scientist. She maintains a busy and active lifestyle, providing some care for her grandchildren, and she is also working on writing a book.

Describe **two** ways that ageing could impact Ruth's confidence and self-esteem.

.....

.....

.....

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.....

.....

.....

13: The psychological changes of ageing

- Read each statement about theories of ageing and socialising in older adults, and decide if it is true or false, and justify your response.
 - Social disengagement theory proposes that people naturally withdraw from social activities as they age.
 - If older adults socialise less, this must be because they are no longer interested in social activities.
 - Activity theory proposes that 'successful ageing' occurs when an older adult maintains the same level of activity as when they were younger, despite physical problems or disabilities.
 - Activity theory was proposed by Cumming and Henry in 1961.
- Below are some key factors relating to psychological changes in ageing. For each factor, write down how it might affect an older adult.
 - Financial concerns
 - Role changes
 - Losing a partner
 - Loss of friends
 - Increase in leisure time

- Create a plan that would help you answer the exam-style question below. Use the following flowchart as a guide.

Question: *To what extent could culture, religion or beliefs impact an individual's psychological well-being in later adulthood?*

Impact of culture

Cultural differences in how care is provided

Meeting of cultures

Impact of views on death

Death as something to be feared

Death viewed as a natural part of life

Awareness of competing arguments – other influences on well-being

Activity theory versus social disengagement theory

Other influences (e.g. religion, beliefs)

Balanced evaluation and conclusive statements

- Describe **two** ways that ageing could impact confidence and self-esteem.

Exam-style question



Henry is 66, and has recently retired from his job as a counsellor in a small town, with many of his friends and family members living near the house most days, either to maintain his social relationships or to exercise or to run errands. He is also interested in taking up some hobbies that he has more spare time.

One of the statements of activity theory is that engaging in activities is more beneficial than inactivity to promote well-being.

With reference to the scenario, give **two** examples of how activity theory

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14: The societal effects of an ageing population

1. Identify **three** different financial benefits that may be available for older adults
1.
2.
3.
2. Complete the table below to explain how a domiciliary care worker could support an older adult's well-being. *One has already been completed for you.*

	How could a domiciliary care worker support the older adult's well-being?
Physical	
Intellectual	<i>A care worker could support an older adult's participation in activities of their choice. For example, they could provide information about different organisations that offer classes in their local area to help them develop their skills and knowledge.</i>
Emotional	
Social	

3. Write short descriptions of the different kinds of health and social care services available to older adults. Some keywords have been provided to help you.
- a) Physiotherapy:
-
- Keyword:** movement
- b) Occupational therapy:
-
- Keywords:** daily living
- c) Residential care:
-
- d) District nursing:
-
- Keyword:** community

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4. Create a plan that would help you to answer an exam-style question about the ageing population on society. Some prompts have been provided to help you make your plan.

Question: *Discuss how an ageing population can affect society.*

Positive effects of an ageing population



Negative effects of an ageing population



Proportion of population working

Balanced evaluation and conclusive statements

Extension task

- The topic of the ‘ageing population’ is often in the news. Look for a report on this topic, then:
- Summarise the content of the report in no more than five lines.
 - Highlight any key information in the report that has taught you something new about the topic of the ‘ageing population’.



14: The societal effects of an ageing population

1. Identify and describe **three** different financial benefits that may be available
2. Copy and complete the table below to explain how a domiciliary care worker supports the different aspects of an older adult’s well-being.

	How could a domiciliary care worker support this?
Physical	
Intellectual	
Emotional	
Social	

Exam-style question



Eoin is 82, and is preparing to move into a residential home. He has lived alone for the past six years. His family live nearby and help out with his care needs have increased substantially since he was diagnosed with Parkinson’s disease.

Explain how residential care could influence Eoin’s social development.

Exam-style question

The average age of the UK population is increasing, which means that people are generally living longer than people did in the past. This has significant implications for society as a whole.

Discuss how an ageing population can affect society.

Extension task

The topic of the ‘ageing population’ is often in the news. Look up recent reports on this topic, from different sources. Then:

- Summarise the content of each report in no more than 100 words.
- Consider what ‘side’ of the issue is being presented by each report. What effects of an ageing population are discussed? Are there any positives or both?
- Pull out two key quotes from each report which you think best represent the ‘side’ of the issue being portrayed by the report.

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1. ●■ *Students should provide appropriate definitions of the terms, and (■ only) provide examples of the skills (accept suitable alternatives):*
 - a) To assess growth, measurements are taken of dimensions such as height, weight, etc. Growth proceeds at a variable rate, and different body parts grow at different rates.
 - b) This involves the acquisition of skills and abilities in a predictable sequence. The ability to walk is developed before another.
 - c) Ability to make large movements involving larger muscle groups (e.g. sitting up, crawling).
 - d) Ability to make precise movements involving smaller muscle groups (e.g. buttoning, turning the pages of a book, picking up a toy, writing).

- | Infancy | Early Childhood |
|---|---|
| <p>0–2 years</p> <ul style="list-style-type: none"> • Development of gross motor skills, e.g. being able to sit up, stand, cruise and walk • Development of fine motor skills, e.g. picking up toys, holding small objects, building a block tower | <ul style="list-style-type: none"> • Further development of gross motor skills, e.g. riding a tricycle, running for short distances • Further development of fine motor skills, e.g. turning the pages of a book, drawing |

3. ● Students should provide the following answers:
- a) (ii), (iv)
- b) (i), (ii)
3. ■ Students should correctly identify each statement as true or false, and provide an answer. For example (accept suitable alternatives):
- a) False – these are examples of fine motor skills.
- b) False – children usually have these skills around 5–6 years old.
- c) True – children usually develop these skills around 3 years old.
- d) False – children usually learn to walk in a line around 3 years old.

- | Age | Gross motor skill | |
|--------------|-----------------------|---------|
| 6 months | Sitting up | |
| 8 months | Starting to stand | |
| 9–10 months | Cruising | Holding |
| 12–13 months | Walking | Putt |
| 18 months | Climbing on furniture | I |
| 2 years | Throwing a ball | Dr |

● Award 1 mark for each, up to a maximum of 4 marks.

- Turning the pages of a book (1)
- Buttoning/unbuttoning clothing (1)
- Writing one's own name (1)
- Using joined-up writing (1)

- Riding a trike
- Running from a car
- Walking on a sidewalk
- Hopping on a sidewalk
- Hopping/skipping on a sidewalk

Accept suitable



■ Award 1 mark for a definition of gross motor skills; award a further 2 marks for an appropriate example (3 marks in total).

Award 1 mark for a definition of fine motor skills; award a further 2 marks for an appropriate example (3 marks in total).

Answer content could include:

- Gross motor skills – ability to make large movements involving larger muscle groups
 - Simon should be able to walk in a line and ride a tricycle at 3 years old (1). Having good gross motor skills means he will be able to play with less supervision or physical assistance.
- Fine motor skills – ability to make precise movements involving smaller muscle groups
 - Around 3–4 years old, Simon should learn the skills needed to button/unbutton his clothes (1). This means that he will be more able to do the tasks involved in getting his clothes on and off himself, rather than his grandmother performing these for him (1).

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2: Growth and development in adolescence and adulthood

1. ● *Students should provide the correct answers as outlined below:*
a) Perimenopause; pregnancy/lactation; peak in physical strength
b) (i) A decline in oestrogen this means that an egg is no longer released each month (stops). This results in a woman no longer being fertile.
c) (iv)
1. ■ a) *Students to describe three physical changes that occur during early adulthood*
 - Physical strength peaks as muscles are at their strongest.
 - For women, early adulthood is the life stage during which pregnancy occurs.
 - Following having a baby, women will start to lactate in order to feed the baby.
 - Perimenopause occurs for women, in which oestrogen levels start to decline.*Students should provide the correct answers as outlined below, and also provide their answers. Examples are provided below (accept suitable alternatives).*
b) (i)
Justification: Testosterone is a male sex hormone; insulin is involved with blood sugar levels; adrenaline is involved with other body processes (e.g. metabolism, the stress response)
c) (iv)
Justification: 55 is in middle adulthood, and is an age that is more likely to be in middle adulthood than early adulthood. Perimenopause is more likely to occur in early adulthood and, therefore, are too early for perimenopause.
2. ● *Students should provide three symptoms from the list below (accept suitable alternatives):*
 - Hot flushes (physical)
 - Night sweats (physical)
 - Mood swings / stress / irritability (emotional)
 - Loss of libido (physical)
 - Difficulty concentrating (emotional)
 - Anxiety (emotional)
 - Vaginal dryness (physical)
 - Breast tenderness (physical)
 - Fatigue (physical/emotional)
 - Irregular periods (physical)
2. ■ a) *Students should describe two physical symptoms (accept suitable alternatives) but are not physical (e.g. mood swings).*
 - Hot flushes / night sweats due to the hormone levels affecting the body's temperature regulation, which can lead to sleepless nights and fatigue
 - Challenges in conceiving / getting pregnant, due to irregular ovulation
 - Loss of sex drive / libido due to vaginal dryness, fatigue and pain during sex■ b) *Students should identify three emotional symptoms of perimenopause:*
Mood swings / stress / irritability / difficulty concentrating / anxiety / fatigue
3. ● *Students should fill in the gaps as follows (accept suitable alternatives):*
■ *Students' descriptions of key physical changes during middle adulthood should contain the following:*

Women in middle adulthood are likely to experience the **menopause**. This is the end of fertility, which means the woman will no longer naturally be able to have children. It is caused by a decline in the female sex hormones, which are oestrogen and **progesterone**. Physical changes can include hot **flushes**, weight gain and night sweats, and a woman's **periods** stop. Emotional changes of the menopause can include depression, anxiety and, for some people, a reduction in sex drive. Other effects of ageing during middle adulthood include a greying or thinning of the hair, a loss of elasticity of the **skin** (which causes wrinkles) and a decline in sensory abilities. Weight gain, possibly due to an increase in inactivity.



4. ●■ Students should fill in their spider diagram or table as follows (accept suitable alternatives)

	Girls	
Primary sexual characteristics	<ul style="list-style-type: none">• Uterus widens• Vagina lengthens• Menstruation begins• Ovulation begins	<ul style="list-style-type: none">•••
Secondary sexual characteristics	<ul style="list-style-type: none">• Hips widen• Breasts develop• Pubic hair grows	<ul style="list-style-type: none">••••
Key hormones involved (■ students to also describe the function of the hormone)	<ul style="list-style-type: none">• Oestrogen (■ only: Produced mainly in the ovaries and has a role in developing the secondary sexual characteristics and regulates the menstrual cycle).• Progesterone (■ only: also produced mainly in the ovaries and has a role in preparing the body for pregnancy and maintaining the early stages of pregnancy).	<ul style="list-style-type: none">•

5. ● Students need only to identify changes to intellectual abilities.
■ Students need to identify three physical health changes and three changes to intellectual abilities

Physical health	Intellectual abilities
Decline in mobility/dexterity (e.g. due to arthritis) and reduction in muscle mass/strength	General decline in cognitive abilities to learn new tasks
Higher risk of physical health conditions (e.g. heart problems, cancer, type 2 diabetes)	Reduction in memory abilities and losing things
Risk of weight gain, e.g. due to reduced activity	Slower reaction times
Decline in sensory abilities, e.g. vision and hearing	Greater risk of developing neurodegenerative conditions (e.g. dementia) which can affect cognitive abilities

Exam-style question:

1. ● a) Award 1 mark for:
- Later adulthood (1)
- b) Award 1 mark for each change in physical health relevant to later adulthood
- Changes to brain (e.g. due to reduction in volume) (1)
 - Increased risk of neurodegenerative conditions (e.g. dementia) (1)
 - Decline in mobility/dexterity (e.g. due to arthritis) (1)
 - Higher risk of physical health conditions (e.g. heart problems, cancer) (1)
 - Risk of weight gain, e.g. due to reduced activity (1)
 - Reduction in muscle mass/strength (1)
 - Decline in sensory abilities (1)
- Accept suitable alternatives (do not accept changes to intellectual abilities)

- Award 1 mark for each correct identification of how physical health can deteriorate in later adulthood and for each appropriate expansion of how this change affects Nina (sub-max 3 marks).
- Nina may be at an increased risk of weight gain if she does less physical activity
 - This could further increase her risk of physical health problems, such as type 2 diabetes. (1)
 - Nina may experience a decline in her sensory abilities, such as sight or vision. (1)
 - This could make it more difficult for her to carry out the activities of daily living. (1)
 - Nina may be at an increased risk of developing a neurodegenerative condition.
 - This could affect her ability to safely carry out the tasks of daily living. (1)
 - Nina may experience a decline in her muscle mass and strength as she ages. (1)
 - This could affect Nina’s ability to carry out tasks at home, such as maintaining her home. (1)
- Accept suitable alternatives.



3: Intellectual development across the life stages

1.
 - Students should provide appropriate definitions of the terms (accept suitable alternatives):
 - Children have an inborn, natural ability to understand components of language and speech as they grow older.
 - Exposure to language during a child’s early years is essential in order for language development to progress.
2.
 - Students should fill in the gaps as follows (accept suitable alternatives):
 - Students could write their letters using similar content and emboldened key terms from the text.

Dear Mr and Mrs Griffiths,

I am writing to update you on Marcia’s progress while she has been staying with us. She has shown a huge improvement in her ability to think in a realistic and pragmatic way. She is able to apply the expert **knowledge** she has gained throughout life to solving real problems, use clear logic and **reasoning** to life situations, and has been making appropriate action for her. I am impressed with her ability to solve more **complex** problems, and make judgements about **important** matters, such as her future career and life plans. I am proud of her development while she has been at our college.

Yours sincerely,
Tony Webb
Head of Education Services at Madeup College

3.
 - Students should fill in their table as follows (accept suitable alternatives):

Sensorimotor stage	Preoperational stage	Concrete operational stage
0–2 years	2–7 years	7–11 years
At this stage, infants use their senses to interact with the world, e.g. via touch or mouth. Infants use trial and error to solve problems and test out new things.	Language development begins at this stage. Children can use their imagination but cannot yet apply logic. A key feature of this stage is egocentrism, which means that they have an inability to see situations from another’s perspective.	Children at this stage can solve problems that are physically out in front of them. Children at this stage can usually pass the conservation test. This shows they understand that while some things may change appearance, their volume/mass stays the same.
Development of schemas: The term ‘schema’ means category of knowledge , which contains details about how different pieces of information relate to one another. These are developed through a child’s experiences. A child reaches equilibrium if all knowledge is balanced. New information that fits the child’s existing schema is assimilated. If the child is presented with new knowledge that doesn’t fit the existing schema, a state of disequilibrium is reached. The process of incorporating new information into the schema is called accommodation.		
Evaluation of Piaget’s model: <ul style="list-style-type: none">It is possible to use experiments such as tests of conservation to ‘test’ the theory.Theory was based on a small, unrepresentative sample of children – this means it may not apply to children from different backgrounds.Stages may not be as fixed as Piaget suggested – may be more flexible. Accept other suitable evaluative points		

3.
 - Students could add notes to their plans as follows (accept suitable alternatives):
- Piaget’s stages of cognitive development – knowledge and understanding of the stages

 - Sensorimotor stage (0–2 years): use of senses to interact with world
 - Preoperational stage (2–7 years): language development begins; imagination used; key feature is egocentrism
 - Concrete operational stage (7–11 years): able to solve problems that are physically out in front of them; concepts of conservation are passed
 - Formal operational stage (11–18 years): abstract thinking

Piaget’s stages of cognitive development – evidence and application

 - Sensorimotor stage: by using their senses, infants learn through trial and error. The understanding that an object still exists even if it has been hidden from view (object permanence) should be achieved by 18 months.
 - Preoperational stage: egocentrism means that children are not able to understand other people’s experience things exactly as they do (e.g. the three mountains task). The preponderance of concrete thinking at this stage means that children engage in ‘pretend’ play (e.g. playing different roles).

- **Concrete operational stage:** tests of conservation are passed, which means that an object's mass or volume stays the same despite a change in its appearance.
- **Formal operational stage:** this means that children are able to imagine future actions and make predictions. Research has found that children in the formal operational stage have a more logical approach to problem-solving than young children (e.g. changing variables to see the effect).

Development of schemas – knowledge and understanding of schemas

- 'Schema' is a category of knowledge.
- Schemas are in a state of equilibrium if all knowledge is balanced – in a state of balance. If new information is presented that doesn't fit the existing schema, it is out of balance.
- 'Assimilation' – incorporating new information into the schema.
- 'Accommodation' – the process of adapting the schema in order to incorporate new information.

Development of schemas – evidence and application

- Schemas help children to organise the incoming information they receive about the world, giving them a sense of what is going on around them.
- This helps them to plan future actions and understand how different aspects of the world fit together.
- For example, a young child may have a schema about the appearance of a dog (four legs, floppy ears, etc.). When they encounter a cat, they may initially think this is a dog too, but after a while they realise it is different (e.g. a cat is usually smaller, has a different-shaped head / different ears) and through a process of accommodation to create a new schema for 'cat'.

Tests of conservation – knowledge and understanding

- Children usually pass these tests during the concrete operational stage.
- Children are presented with something (e.g. an amount of liquid) that changes its appearance (e.g. poured into a different vessel). Children pass the test if they understand that the volume has not changed despite the change in appearance.

Tests of conservation – evidence and application

- Piaget suggested that passing the test of conservation shows that a child is beginning to think logically.
- However, some studies that vary the method used have shown that children can pass these tests at an earlier age (e.g. the 'naughty teddy' study).

Awareness of competing arguments (e.g. other theories and relevant factors)

- Chomsky's theory of language acquisition, e.g. the role of the critical period and innate factors.
- Physical factors which could influence intellectual development, e.g. congenital factors.
- Influence of emotional/social factors, such as attachment and play.

Evaluation/Conclusion

- Will vary according to students' individual judgements – should be based on evidence.

4. ■ See answers to ● Exam-style question (below).

Exam-style question

- Award 1 mark for identification of the ways ageing affects memory; award a further 1 mark for each of the following:
- Changes to brain (e.g. due to reduction in volume and neuronal connections; decreased blood flow to the brain); general decline in cognitive abilities, which could make it harder to learn new skills / memory.
- General problem-solving ability and procedural memory is not usually affected (1); People can still carry out tasks, e.g. driving a car or using a microwave (1).

Accept other suitable responses.

■ See Appendix A for details on levelled mark schemes for long-answer questions. Indicate suitable alternatives):

Key features of Chomsky's theory:

- Children are born with an innate, genetic ability to learn language.
- This will be enabled by Robbie's inbuilt 'language acquisition device', which will give them the components of language (e.g. grammar).
- However, the critical period is important for language development.
- This means that Robbie will need to be exposed to language use by others (e.g. his parents).

Critiques of Chomsky's theory / other influences in language development:

- There may be a greater influence of other social factors on language development than Chomsky's theory.
- Theory may be based on limited scientific evidence.

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4: Emotional development across the life stages

1. a) ● *Students should match the definitions as outlined below.*
■ *Students’ definitions should be similar to those outlined below (accept suitable alternatives):*
- **Caregiver:** Someone who takes significant responsibility for providing care
 - **Sensitive responsiveness:** Extent to which a caregiver accurately interprets and responds to their child’s needs appropriately
 - **John Bowlby (● only):** Psychologist who was a pioneer in the development of attachment theory
 - **Insecure ambivalent attachment:** A type of attachment pattern identified by Bowlby in which a child alternates between clingy and rejecting behaviour
 - **Secure attachment:** A type of attachment pattern in which a child feels confident that their caregiver will meet their needs.
 - **Disruption to attachment:** Something that interferes with the development of a secure attachment, such as early separation or inconsistent caregivers
 - **Mary Ainsworth (● only):** Psychologist who carried out the ‘strange situation’ experiment to examine attachment
 - **Insecure avoidant attachment:** A type of attachment pattern identified by Bowlby in which a child does not seek comfort from their caregiver.
- b) ■ *Students to outline the work of John Bowlby and Mary Ainsworth, adding notes of their own (accept suitable alternatives):*

John Bowlby	Mary Ainsworth
<p>Critical period: During infancy (the first two years), Bowlby suggested it was critical that babies receive good care and nurturing from their mother, as this sets their patterns of attachment for the rest of their lives.</p> <p>Maternal deprivation hypothesis: If the infant does not have a supportive, nurturing relationship with their mother during the early years, Bowlby suggested this ‘maternal deprivation’ will have irreversible negative consequences. These can affect a child’s later emotional, social and cognitive skills.</p> <p>Development of an internal working model: Bowlby suggested that attachments formed during infancy create a framework/template for how young children will develop relationships and attachments with other people. For instance, if a child views itself as being loved, it is more likely to be secure in its attachments with other people.</p>	<p>The aim and procedure: The Strange Situation experiment was designed to observe the behaviour of mothers and their infants in a series of eight situations, including separations from the mother and the presence of a stranger; infant alone with the stranger; and the return of the mother. The aim was to observe the quality of the attachments in infancy.</p> <p>Types of interaction observed: Whether the infant sought contact with / proximity to the mother, the amount of exploring behaviour, and the amount of distress when the mother left.</p> <p>Results – the different types of attachment:</p> <ul style="list-style-type: none">● Secure – infants who seek contact with the mother, and are comforted by her when they are distressed.● Insecure avoidant – infants who avoid contact with the mother, and do not seek her when they are distressed.● Insecure ambivalent – infants who are clingy and demanding, and are distressed when the mother leaves.

2. ●■ *Students should provide an appropriate definition of self-esteem (in their diagrams) (accept suitable alternatives):*
The feelings of value, confidence and worthiness we have about ourselves.
- *Students should also provide five factors from each list below (accept suitable alternatives):*
- | Positive influences on self-esteem: | Negative influences on self-esteem: |
|--|-------------------------------------|
| + Supportive attachments with family | – Unsupportive relationships |
| + Positive friendships | – Peer pressure |
| + Encouraging teachers/managers | – Excessive criticism |
| + Praise for achievements | – Being ignored |
| + Constructive criticism | – Being socially excluded |
| + Framing challenges as learning opportunities | – Doing poorly |
| + Trying new things | – Being belittled |
- *Students should give an appropriate explanation of why the individual in their case study has low self-esteem, and five ways they could improve their self-esteem, drawing from the lists above.*



3.
 - Students should provide an appropriate definition of self-image; for instance (accept suitable alternatives):
How someone views themselves – the qualities and attributes they see themselves as having.
Students should also identify the influence on self-image described in the case study (e.g. comments from previous colleagues on her work ethic).
Students should list three other possible positive and three other negative influences (accept suitable alternatives):
- Positive influences on self-esteem:
 - Supportive attachments with family
 - Positive friendships
 - Encouraging teachers

Negative influences on self-esteem:
 - Unsupportive attachments with family
 - Bullying
 - Discouragement from others

- Social status
 - Previous life experiences
 - Interests/hobbies
 - Academic achievement
 - Social isolation
 - Traumatic life events
 - Experiences of discrimination
 - Poor feedback
4.
 - Students could add notes to their plans as follows (accept suitable alternatives):
- | Positive impacts on aspects of self-concept | | Negative impacts on aspects of self-concept |
|---|---|---|
| Impact | Example | Impact |
| Positive impact on self-image if new role is seen as being highly skilled / adding to knowledge. | Changing from employee to student / from health professional to legal professional. | Negative impact on self-image if she feels that society values paid professionals more than students. |
| Positive impact on self-esteem since law careers are held in high regard socially. | Praise from friends and family could build confidence. | Negative impact on self-esteem if the course is particularly stressful. |
| Other potential influencing factors | | |
| Could include: relationships with friends/family; any physical health conditions; environmental factors | | |
| Conclusion | | |
| Will vary between students, depending on the information given above – should be included in plans | | |
- Exam-style question:
- See Appendix A for details on levelled mark schemes for long-answer questions. Note the requirement for providing appropriate illustrative examples in answers. Indicative content includes:

Positive impacts:
 - Change to self-image – Miranda’s role in society changes from a health professional to a student.
 - This could be a positive change if Miranda perceives her new role as being an opportunity to build her skills.
 - Change to self-image – Miranda will be a student rather than a paid professional.
 - This could be positive if Miranda views this as an opportunity to build her skills.
 - Increase to self-esteem:
 - A career in law is generally held in high regard socially, which could lead Miranda to feel more confident.
 - Her friends and family may admire and praise Miranda for her career change, leading to increased self-esteem.
 - Other potential influences on emotional development – relationships with friends/family; any physical health conditions; environmental and economic factors

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Negative impacts:

- Change to self-image – Miranda's role in society changes from a health professional
 - This could be a negative change if Miranda starts to feel that she made 'mistakes' as a health professional.
- Change to self-image – Miranda will be a student rather than a paid professional
 - This could be negative if Miranda feels that she is older than others on her course who value paid professionals more than students.
- Decrease to self-esteem
 - If Miranda's course is very stressful and she struggles, she may feel less confident.
 - Miranda may have less time to socialise with her friends – this isolation could affect her confidence about herself.

Other potential influences on emotional development:

- Relationships with friends/family
- Any physical health conditions
- Environmental factors
- Economic factors

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5: Social development across the life stages

1. ● Students should fill in the gaps as follows:

How friendships influence our social development

Developing friends and friendship groups is an important part of development. Most people develop their first friends in the **early childhood** life stage. There are many benefits to having healthy friends (from – accept suitable alternatives):

- Emotional support during times of stress
- Encourages a healthy lifestyle (e.g. giving up smoking)
- Improves self-esteem (e.g. via praise)
- Boosts confidence
- Reduces risk of social isolation
- Reduces risk of mental health problems
- Someone to share interests and activities with

However, not all friendships are positive and healthy. Some friendships may encourage risky or negative behaviours, such as skipping school or consuming an excessive amount of alcohol. This is sometimes called **peer pressure**, and often happens because someone wants to fit in. In the **adolescent** life stage may be more easily influenced in this way, as this is a time when people are gradually more independent from the social influence of their family members.

1. ■ Provided below are appropriate examples to illustrate the development of independence (accept suitable alternatives):
- **Infancy:** young children use their caregiver as a secure base to explore the world
 - **Childhood:** individuals learn to do things for themselves, such as dressing, cleaning
 - **Adolescence:** peer groups influence independence because this is a time at which people begin to build an identity outside their immediate family, and establish shared norms and interests with others
 - **Early adulthood:** many individuals start employment, which builds independence and provides a source of income, which can be used to pay for housing and bills, enabling a move out of one's own home also provides the opportunity to do home management tasks for oneself and cooking.
 - **Middle adulthood:** an individual's child/children may have reached adulthood and provides the individual more spare time available for their own interests and activities
 - **Later adulthood:** an individual is likely to retire in their mid 60s, which means they have more time available for pursuing other interests and socialising with others.

2. ● Students should provide the following answers:

Playing independently of other children.	1	Children will start to share toys and play with other children at this stage of play.
Takes place between 0 and 2 years of age.	1	Playing alongside another child, but not interacting with that child.
Playing with other children, e.g. playing the same game together.	3	Children reach this stage of play when they are able to understand others and play cooperatively.
Children at this stage enjoy the company of another child, even if they are not playing together.	2	Children play alone at this stage as they have not yet developed the social skills to play with others.
This type of play involves following shared rules and establishing roles.	3	Children at this stage of play are interested in the play of other children and will often join in.
Takes place above 3 years of age.	3	Takes place between 2 and 7 years of age.

3. ● Examples are provided below of appropriate ways to complete the sentences (accept suitable alternatives):
- ... dressing, cleaning their teeth and feeding themselves.
 - ... this is a time at which people begin to build an identity outside their immediate family, and establish shared norms and interests with others of a similar age.
 - ... providing individuals with a source of income, which can be used to pay for housing and bills, enabling a move out of one's family home.
 - ... learning to do home management tasks for oneself, such as organising and planning.
 - ... an individual has responsibility for the care of an infant, and must learn the patterns of behaviour and needs of the child.

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4. ● *Students should fill in their table as follows (accept suitable alternatives):*
2. ■ *Students should fill in their table as follows (accept suitable alternatives):*

Infancy	Interactions with primary caregivers are particularly important. They learn to have their needs met, and they begin to learn the basic skills (e.g. eye contact, facial expressions, early language skills).
Early childhood	Children start to make friends during this stage and engage in play with others from different backgrounds to them, e.g. at primary school.
Adolescence	Peer groups are particularly important during this stage – healthy friendships and social support. Unfortunately, some friendships may be unhealthy, leading to pressure to do risky activities that the individual may otherwise not do.
Early adulthood	Friendships are important during early adulthood as a young person leaves their family home and will spend time socialising with their friends. Young people may also be likely to meet a romantic partner at this stage, entering into a civil partnership and/or starting a family of their own.
Middle adulthood	An individual's child/children may have grown up and left home by this stage, leaving more time for socialising with one's spouse or friends. Someone's parents may die during this stage, so an individual may also have built good relationships with friends or spend time with family (e.g. grandchildren). At this stage, an individual is likely to be significantly bereaved as their spouses/friends age too.
Later adulthood	

Exam-style questions:

- *Award a maximum of 2 marks for each point that is expanded and linked to the individual's situation. Maximum of 4 marks.*
- Opportunities for socialising (1), particularly as Steve and his new friends share interests.
 - Provide emotional support (1), especially if Steve is struggling to adjust to his new school.
 - Encouragement and praise (1), which could help to build Steve's confidence/self-esteem.
 - Encouraging healthy behaviours (1); Steve's friends could discourage him from taking up smoking. (1)

Accept suitable alternatives

- *Award 2 marks for each type of play fully explained with accuracy, up to 6 marks.*
- Solo play (0–2 years) (1); Taylor will play on her own as her social and language skills are not yet developed enough to allow her to play with others; solo play will help Taylor to become a better problem-solver.
 - Parallel play (2–3 years old) (1); Taylor will start playing alongside (but separately from) other children, which will further build social skills (e.g. by observing others), develop language and refine Taylor's play skills.
 - Cooperative play (3–8 years) (1); Taylor should start engaging in cooperative play as this will help her to work with other children to achieve a common goal (e.g. in a game) (1).



6: The nature/nurture debate

1. ● Students should provide the following answers:
- a) Bandura

b) Learning by observing and imitating the behaviour of others

c) Notice, internalise, reproduce

d) (i)
1. ■ Students to summarise the two theories of development.
- Maturation theory
- Researcher: Dr Arnold Gessell

● Nature or nurture: nature

● Main features:

○ Maturation theory emphasises the importance of children meeting milestones

○ Children develop at different paces, but their sequence of development is fixed

○ Maturation theory is an example of a ‘normative’ approach to development

● Critiques / evaluation points:

○ May not sufficiently consider ‘nurture’ (e.g. cultural, social influences) on development

○ Does not adequately explain individual differences between children (e.g. IQ)
- Social learning theory
- Researcher: Albert Bandura

● Nature or nurture: nurture

● Main features:

○ Children learn through modelling, which involves the observation and imitation of others

○ Children must notice, internalise and reproduce a behaviour.

○ Reinforcement affects how likely a behaviour is to be repeated – receiving a reward (positive reinforcement) or avoiding a negative consequence (negative reinforcement)

● Critiques / evaluation points:

○ May not sufficiently consider ‘nature’ (e.g. genetic influences) on behaviour

○ May not sufficiently consider role of emotions and cognitions in determining what children choose to imitate.
2. ● Students should match the definitions as outlined below:
- Diathesis–stress model: Environmental triggers act on an individual’s genetic predisposition

● Reinforcement: An outcome or a response to a behaviour that makes it more likely to be repeated.

● The ‘nature’ approach: The view that biological factors are primarily responsible for individual development

● Modelling: A way of learning that involves observing and imitating the behaviour of others

● Genetic predisposition: Inheriting a set of genes which makes it more likely that an individual will develop a particular trait

● The ‘nurture’ approach: The view that environmental factors are primarily responsible for individual development

● Role model: Someone who is admired and looked up to; others may imitate their behaviour
2. ■ Students could annotate the case study as follows (accept suitable alternatives):

Imitation – Marie is copying the behaviours of her older sister.

Positive reinforcement – praise is an example of a reward. Receiving rewards after a behaviour makes it more likely Marie will repeat the behaviour.

Role model – Heather is Marie’s role model as she is older than her.

Marie is 7, and goes to the same local primary school as her older sister, Heather, who is 8. They are both outside playing with their friends at lunchtime. Lots of the children are playing with equipment such as hoops, balls and giant bubbles. At the end of lunchtime, Marie sees that Heather is starting to help the teachers tidy everything away. Marie also begins to pick up some equipment as she also wants to help. She also sees that the teachers have said thank you to Heather, so Marie keeps tidying up. A teacher also comes over to Marie and praises her for being so helpful.

3. ●■ *Students should provide an appropriate summary of the diathesis–stress model, as relevant. For example (accept suitable alternatives):*
 This model explains that the genes an individual inherits can give them a predisposition to mental illness. However, this does not necessarily mean that they will definitely develop an illness. The model also explains that stressful life events and experiences can act as triggers to activate the predisposition. Someone who has a genetic predisposition and has experienced stressful life events is at a higher risk of developing a mental health problem.
4. ● *Students should correctly identify each statement as true or false (as below) with a short explanation.*
 - a) False – maturational theory was proposed by Dr Arnold Gesell in 1925.
 - b) True – this is because maturational theory emphasises the importance of children's biological development.
 - c) False – children develop at different paces, but their sequence of development is predictable.
 - d) False – maturational theory is an example of a 'nature' approach, as it focuses on biological factors.
4. ■ *The details of students' case studies are likely to vary widely. However, all answers should include the following components of the diathesis–stress model:*
 - Diathesis: inheriting genes that increase an individual's risk of developing mental health problems.
 - Stress: encountering environmental 'triggers' (e.g. stressful life events) that interact with the predisposition to lead them to develop a mental health problem.

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7: Genetic factors that affect development

- Students should provide appropriate definitions of the terms (accept suitable alternatives):
 - Genes: sequences of DNA that we inherit from our parents, and which contain instructions for our bodies on how to develop.
 - Congenital defect: present at birth, and can be caused by many different factors (e.g. drug or substance use throughout pregnancy).
 - Genetic susceptibility: inheriting a set of genes that makes developing a certain condition (e.g. diabetes or high blood cholesterol) more likely.
 - Mutation: a change to the structure of a gene, which can lead to genetic disorders (e.g. sickle cell disease) more likely than an individual develops a health problem.

- Provide two from the list below (accept suitable alternatives):
 - Provide three from the list below (accept suitable alternatives):

- | | |
|--------------------------|--------------------------|
| • Cancer | • Arthritis |
| • Diabetes | • Alzheimer's disease |
| • High blood cholesterol | • Cardiovascular disease |

- Students should fill in their diagram with details as follows (accept suitable alternatives):
- Foetal alcohol syndrome:** This is caused by the mother drinking alcohol during pregnancy. Effects on the baby include (● four required):

- | | |
|--------------------------|----------------------------|
| • Small head | • Behavioural difficulties |
| • Cerebral palsy | • Learning difficulties |
| • Sensory impairment | • Stunted growth |
| • Emotional difficulties | • Damage to organs |

Congenital defect: This means something that is present at birth.

Maternal infections and their effects:

- Cytomegalovirus – can cause learning disabilities, deafness, loss of vision
- Rubella – causes heart problems, sensory impairments (e.g. vision, hearing)
- Zika – can cause a small head

Accept any other suitable examples and effects

Lifestyle factors (● any three): smoking; alcohol use; substance misuse; diet; exercise

- Students should match the definitions as outlined below.
 - Students to provide similar descriptions of each genetic condition.
- Brittle bone disease:** a genetic mutation or an inherited faulty gene that affects the bones, making them brittle and that easily break or fracture.
 - Klinefelter's syndrome:** a condition affecting boys who acquire an extra X chromosome. Symptoms include reduced strength, smaller sex organs, a lack of body hair, reduced testosterone and fertility.
 - Phenylketonuria (PKU):** the body cannot break down some proteins found in food. This causes a build-up of phenylalanine, which can be fatal.
 - Duchenne muscular dystrophy:** mutations on the X chromosome interfere with the production of a protein that builds muscles. This type mostly affects boys and is particularly severe.
 - Colour blindness:** difficulties in telling colours apart, commonly caused by a genetic defect in the cells of the retina.
 - Cystic fibrosis:** the lungs become clogged with thick mucus due to a defective gene that affects the digestive system.
 - Down's syndrome:** acquiring a full or partial extra copy of chromosome 21, which causes learning disability and changes to physical appearance.
 - Huntington's disease:** onset is usually around 35–55 years of age. The condition affects the brain cells, which causes a reduction in motor coordination and memory problems.

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5. ● Students’ fact sheets should contain information similar to the following (accept suitable alternatives)

	Cystic fibrosis	Huntington’s disease
Cause	A defective protein means that the lungs become clogged with thick mucus.	Inheriting a faulty gene that affects protein production and causes progressive damage to brain cells.
Impact on physical development	Affects the respiratory and digestive systems.	Causes a reduction in motor coordination, involuntary movements, and difficulty speaking and swallowing.
Impact on emotional development	Living with and managing the disease can be stressful.	Condition causes mood swings, and living with its effects and progressive nature can be extremely stressful.
Impact on intellectual development	People with CF may need to take time off work/school, e.g. to attend appointments.	Condition causes memory problems, and complications can make it difficult for someone to remain in work/education.
Impact on social development	People with CF may sometimes miss out on social events if particularly unwell.	The complications caused by the disease can make it progressively more difficult for someone to go out and socialise.
Treatment / management approaches available	Multiple ways to reduce impact of respiratory symptoms, e.g. physiotherapy (to help clear airways) and medications to treat infections. A dietician can also advise on nutrition.	Social care can help with the activities of daily living (e.g. by providing adaptations to an individual’s home) or support with personal care.

Exam-style question:

■ See Appendix A for details on levelled mark schemes for long-answer questions. Answer the question below, linking to Daniela’s physical development.

Indicative content includes (accept suitable alternatives):

Nature influences

- Genetic factors:
 - Genetic predisposition – family history of type 2 diabetes makes it more likely that Daniela will develop the condition too.
 - Impact of type 2 diabetes on physical health – if Daniela does develop the condition, symptoms such as fatigue and excessive thirst. In the long term, she would be at risk of complications such as problems with her eyes, nerve damage and foot problems.
- Relevant theory – Gesell’s maturation theory

Nurture influences

- Other factors which could influence Daniela’s physical health – lifestyle; environmental factors
- Lifestyle factors include diet, exercise, substance use.

Interaction of nature/nurture

- Genetic predisposition could interact with lifestyle factors (e.g. diathesis stress) – excessive alcohol consumption will reduce Daniela’s risk of developing the condition.

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8: Environmental factors that affect development

1. ● Students should fill in the gaps as follows (accept suitable alternatives):

People who live in **urban/busy/built-up/city/industrial** areas are more likely to be affected by pollution than people who live in rural areas. This is because there is a higher amount of toxic substances in the air caused by fumes from **traffic/vehicles**. Long-term inhalation of these substances, dust and smoke, increases the risk of developing conditions that affect the **respiratory** system, such as lung disease. Air pollution can also trigger **asthma** attacks, as inhaling these particles can cause additional inflammation. Pollution exposure can also contribute towards cardiovascular problems, such as high blood pressure (high blood **clots** are more likely to form) and blood vessel damage. Some people may also experience an allergic response to pollution exposure, which could involve coughing, sneezing and itching.

1. ■ Examples are provided below of appropriate coverage of pollution and its physical health impacts included in students' news articles (accept suitable alternatives):
- Air pollution in the city is at 'dangerously high levels' as a result of the harmful fumes from large amounts of dust and smoke, as well as pollutants released as a result of industrial activity.
 - Inhaling toxic substances over a long-term period can lead to worsening of, or the development of, **respiratory conditions**, such as lung cancer, chronic obstructive pulmonary disease and asthma attacks by causing the airways to become more inflamed.
 - Pollution exposure can also contribute towards **cardiovascular problems**. For example, long-term exposure increases the risk of high blood pressure and damage to the blood vessels, which can then also lead to conditions such as stroke or heart failure.
 - However, even limited amounts of exposure to pollution can have a negative impact on people who experience an **allergic reaction** in response to pollution, which involves symptoms such as sneezing, itching and watery eyes.
2. ●■ Students could annotate the case study as follows (accept suitable alternatives):

Respiratory disorders – inhaling mould spores could cause Craig's airways to become irritated/inflamed, which could lead to (or worsen) conditions such as asthma.

Craig is 62, and lives alone in a small house. He has been struggling financially, and has not been putting the heating on as he's worried about the cost. His house gets damp, which is causing mould to appear on the walls. There are several things broken in Craig's house, including the banisters – his landlord has been promising to get these fixed, but hasn't done so yet. Craig is experiencing high levels of stress over his housing conditions, and has found that his blood pressure is higher than it used to be.

Anxiety and depression – chronic stress will increase Craig's risk of developing mental health conditions. These could further impact Craig's well-being by causing him to become withdrawn and/or socially isolated.

Cardiovascular problems – heart problems (e.g. a heart attack) could be increased if Craig adopts a sedentary lifestyle and/or excessive alcohol consumption.

3. ● Provide three from the list below (accept suitable alternatives):
- Learning disabilities – some people with learning disabilities have a limited verbal ability, which would affect whether they can understand how their needs/requirements are met (e.g. need for specialist assistance).
 - Sensory impairment – people with hearing impairment may not easily be able to understand spoken needs/requirements (e.g. unable to use the telephone).
 - Learning difficulties – information provided may use specialist/technical language that is difficult for people with learning difficulties (e.g. dyslexia).
 - Inadequate information provided about the service – the information that a person receives may be confusing, limited, inconsistent or inaccurate.
 - Service inaccessible – it might be difficult for service users to get in touch with the service (e.g. long waiting times on the phone, low staffing levels).

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3. ■ *Students could add notes to their plans as follows (accept suitable alternatives):*

Impact of pollution – knowledge and understanding

- Increased risk of respiratory disorders, e.g. lung cancer, COPD
- Worsening of existing respiratory disorders, e.g. triggering asthma attacks
- Increased risk of cardiovascular problems, e.g. high blood pressure, blood vessels likely to have serious conditions such as stroke, heart attack
- Increased risk of allergic reactions, e.g. coughing, sneezing, watery eyes

Impact of pollution – impact on intellectual development

- Symptoms of physical health conditions can cause an individual to miss work/school or struggle to manage a chronic condition (e.g. asthma) or as a result of being unwell.

Impact of housing conditions – knowledge and understanding

- *Positive impact*
 - Safe and comfortable housing – reduced risk of mental health problems, bereavement, injury (e.g. from trips/falls), facilities available to cook healthy food (to support healthy eating)
- *Negative impact*
 - Increased risk of respiratory disorders, e.g. due to inhaling mould spores
 - Increased risk of cardiovascular problems, e.g. chronic stress raises risk of heart disease
 - Hypothermia, e.g. if heating is insufficient
 - Anxiety and depression, e.g. due to stress over poor housing conditions, or inability to engage in enjoyable leisure activities

Impact of housing conditions – impact on intellectual development

- Safe and comfortable housing conditions support nutrition and good sleep, which are essential for the energy needed to learn new skills and knowledge.
- If housing conditions are poor – resulting in health conditions or injury – an individual may miss work/school, meaning they can miss out on intellectual opportunities (e.g. a professional qualification).

Access to health and social care services – knowledge and understanding

- Availability of transport, e.g. if in a rural area / an area with unreliable transport
- Opening hours of services, e.g. due to work/family commitments
- Ability to understand how needs/requirements can be met by particular service providers. Information about services may be confusing/insufficient, or individuals with additional needs may find it difficult to access services (e.g. if the services have not provided the information in a more accessible format or in other languages)

Access to health and social care services – impact on intellectual development

- Finding it hard to access the support required can lead to a further deterioration in cognitive abilities.
- If an individual is not supported at an early stage with a health condition that affects cognitive abilities, the impact on cognitive abilities may worsen at a faster pace (e.g. dementia).

Awareness of competing arguments (e.g. other relevant factors)

- Economic factors, e.g. ability to afford private healthcare or nutritious food that supports good health
- Genetic factors, e.g. being born with an inherited condition that affects intellectual abilities
- Social factors, e.g. having a supportive family environment that encourages intellectual development

Conclusion

- Will vary according to students' individual judgements – should be based on evidence from the scenario

Exam-style questions:

- *Award 1 mark for each barrier identified (sub-max 2 marks); award a further 1 mark for each barrier explained (sub-max 2 marks).*

Indicative content includes (accept suitable alternatives):

- Availability of transport, since Ade is unable to drive (1). If public transport is unaffordable or changes, it could be difficult for Ade to visit a hospital a long way away. (1)
- Availability of transport may be limited as Ade lives in a small town (1). If public transport is unreliable, it could be difficult for Ade to get to his appointment at the right time. (1)
- Opening hours of service – as Ade works full-time, he may need to take time off work to attend the appointment. This could impact him financially, so he may be less inclined or able to go to the doctor. (1)
- Service delivery issues – if the service is understaffed, this could lead to appointments being delayed. If Ade has arranged transport / time off work already, this would be inconvenient and he may struggle to find an alternative. (1)

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■ Award 1 mark for each barrier identified (sub-max 3 marks); award a further 1 mark for each barrier linked to that barrier (sub-max 3 marks).

Indicative content includes (accept suitable alternatives):

- Availability of transport (1) – without more direct transport to the carers' organ attend due to the time involved in getting two buses. (1)
- Opening hours of services (1) – as Sara is busy with college and caring for her m access services if they are strict on the appointment times available. (1)
- Opening hours of services (1) – taking time off college could also negatively impact development. (1)
- Ability to understand how her needs/requirements can be met by services (1) – the information she needs about the care available, as the social care system ca people who have not accessed services before.
- Ability to understand how her needs/requirements can be met by services (1) – services available, Sara could become overwhelmed and unsure about how to

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9: Social factors that affect development

1. ● *Students should provide appropriate definitions of the terms (accept suitable alternatives)*
 - a) When the norms of family behaviour are not met, or when family relationships have a detrimental impact on the well-being of family members (e.g. high levels of conflict).
 - b) The legal dissolution of a marriage.
 - c) When parents end their romantic relationship, which is likely to involve living in separate households.
 - d) Competition between brothers and sisters, which can become unhealthy if excessive.
 - e) A strict and excessively critical style of parenting, which can result in rebellious behaviour.
 - f) A lax parenting style which involves minimal rules, which can result in difficulties managing responsibilities.
 - g) A parenting style which combines clear expectations of boundaries and values with supportive to a child's needs.

1. ■ *Students should define each parenting style using content similar to that below. The details are likely to vary widely. However, answers should give appropriate examples of key aspects of each chosen parenting style (accept suitable alternatives):*
 - **Authoritative:** balance between setting clear boundaries/expectations and providing support to meet a child's needs. A child raised in this way may be more likely to behave positively, have healthier relationships with others, have higher self-esteem and more positive attitudes.
 - **Permissive:** involves little rule-setting and boundary-setting. A lack of accountability can lead to this way to struggle in relationships with others and in managing responsibilities.
 - **Authoritarian:** involves overly strict rules and excessive criticism. This can cause resentment, rules, which can lead to behavioural problems and engaging in risky activities. Self-esteem may also be reduced due to the excessive criticism.

2. ●■ *Students should fill in their diagram or flyer with details as follows (accept suitable alternatives)*

Bullying is: deliberate, repetitive behaviour that intends to cause (emotional and/or physical) harm.

 - **Self-esteem:** bullying can reduce an individual's self-esteem as they may internalise the negative messages the bully makes about them. They may lose confidence and avoid some activities (e.g. sports). This social isolation could further impact self-esteem.
 - **Self-harm:** this is a coping strategy that may be adopted by some as a way of trying to deal with the physical pain, which can provide short-term feelings of relief.
 - **Suicide:** bullying can cause serious mental health problems (e.g. depression). If the bullying is severe, the feelings of hopelessness and low self-worth can lead individuals to consider suicide.

3. ● *The details of students' case studies are likely to vary widely. However, answers should include key aspects and the impact of their chosen parenting style; for example (accept suitable alternatives):*
 - **Authoritative:** balance between setting clear boundaries/expectations, and providing support to meet a child's needs. A child raised in this way may be more likely to behave positively, have healthier relationships with others, have higher self-esteem and more positive attitudes.
 - **Permissive:** involves little rule-setting and boundary-setting. A lack of accountability can lead to this way to struggle in relationships with others and in managing responsibilities.
 - **Authoritarian:** involves overly strict rules and excessive criticism. This can cause resentment, rules, which can lead to behavioural problems and engaging in risky activities. Self-esteem may also be reduced due to the excessive criticism.

Exam-style questions:

- *Award 1 mark for each linked descriptive point about dietary requirements (sub-max 2 marks) and 1 mark for each linked descriptive point about medical interventions (sub-max 2 marks). Indicative content includes (accept suitable alternatives):*

Dietary restrictions

- Vegetarian/vegan diet (1) – will not eat meat and/or animal products (1)
- Religious dietary restrictions such as halal or kosher diets (1) – will not eat pork (1)
- Religious festivals can involve fasting (1), e.g. Muslims during Ramadan (1)

Medical interventions

- Jehovah's Witnesses (1) may not accept blood transfusions (1)
- People from some cultures may prefer alternative/herbal medicine (1) so may be less likely to accept medical assistance (1)

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- People from some cultures may interpret symptoms differently (1), e.g. hallucination than the need for mental health treatment (1)
- People from some cultures may prefer a medical professional of the same sex to treat or seek assistance from someone of the opposite sex (1)

■ Award 1 mark for each identification of an aspect of family dysfunction (sub-max 2 marks) appropriate expansion (sub-max 2 marks).

Indicative content includes (accept suitable alternatives):

- Parental separation (1) – if Charlie's parents separate, there may be a disruption to his life this could affect his ability to develop healthy attachments. (1)
- Parental separation (1) – if Charlie's parents separate, he may be exposed to less consistent parenting which could affect his ability to develop healthy relationships in later life. (1)
- Sibling rivalry (1) – if competition between Charlie and his siblings becomes unhealthy, his self-esteem and self-esteem may be reduced. This could make it harder for Charlie to make friends. (1)
- Parenting style (1) – permissive parenting with few rules could affect Charlie's ability to develop healthy relationships as he grows older. (1)

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10: Economic factors that affect development

1. ● *Students should fill in the gaps as follows (accept suitable alternatives):*

Employment status means whether or not someone has a **job**, the type and amount of work on a permanent or temporary **contract**. Being in employment can be beneficial for an individual. For instance, there is the opportunity to progress and build **skills/knowledge/experience**, which can increase an individual's confidence and self-**esteem**. Being employed also provides an individual with **income/money/finances/wages**, which can be used to pay for housing, living and leisure, and support social well-being if an individual has good relationships with their **colleagues/peers**. Being unemployed can cause lots of worries over finances, which can lead to chronic stress if employment stopped because there is no more work available for them (being 'made redundant'). This can affect self-**image** as the role they play in society has changed. People who are unemployed may experience **isolation** as there are fewer opportunities for them to spend time with others. On the other hand, being employed can also cause high levels of stress. This could be because of **unpredictable/antisocial** hours, if the pay is **low**, or if managers are unsupportive.

1. ■ *Examples are provided below of appropriate content for students' blog posts (accept suitable alternatives):*
- **Employment status:** whether someone has a job, and what type of employment they are on, the pattern of hours they work, and whether they are on a permanent or temporary contract.
 - **Influence on intellectual development:** employment gives an individual the opportunity to progress, by building their skills, knowledge and experience.
 - **Influence on social development:** employment gives individuals the opportunity to interact appropriately with a range of people in a professional setting, and some people may develop positive relationships with their colleagues and managers.
 - **Influence on physical development:** people who are unemployed may have a harder time, as it is more difficult for them to buy healthier, more nutritious food, pay for exercise (e.g. gym memberships) or access health and social care services (e.g. due to transport costs).
 - **Influence on emotional development:** people who are unemployed might be at a higher risk of mental health problems because they may be more likely to experience chronic stress (e.g. low self-esteem) and become socially isolated (e.g. being unable to afford leisure activities).

2. ● *Students' spider diagrams should correctly identify the lifestyle factors depicted and explain how each factor could influence development.*

■ *Students should accurately identify three lifestyle factors and provide an explanation of how each factor could influence development.*

Examples are given below (accept suitable alternatives):

- **Diet:** following a healthy diet provides the body with the nutrients needed to fuel the body and reduce the risk of an individual becoming overweight/obese. Following an unhealthy diet (e.g. high in sugar) and fatigue, and increases the risk of developing conditions such as heart disease.
- **Exercise:** engaging in exercise improves mood and self-esteem, and gives additional health benefits (e.g. joining a running club or playing team sports). Exercising regularly reduces the risk of developing conditions such as heart disease and type 2 diabetes, and can improve muscle tone.
- **Smoking:** this increases the risk of many health conditions (e.g. stroke, lung cancer, heart disease). It can also lead to reduced skin elasticity and staining of the teeth.
- **Alcohol:** excessive alcohol consumption increases the risk of many health conditions (e.g. liver disease, cancers, obesity). Heavy drinkers are also at a greater risk of developing mental health problems and experiencing poor sleep.
- **Personal hygiene:** maintaining personal hygiene reduces the risk of infections and helps a person to maintain social relationships and a professional appearance for the workplace, which can influence intellectual development.

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3. ●■ Students could fill in their tables with the examples provided below (accept suitable alternatives)

Impact of education on development		
Physical development	Intellectual development	Emotional development
<ul style="list-style-type: none">• Greater knowledge of health and healthcare• Improved literacy could make it easier to navigate health and social care services• Education could lead to a better job, a higher income and greater ability to afford healthy food, leisure activities, etc.	<ul style="list-style-type: none">• Building skills such as focus, concentration and organisation• Education could lead to a better and/or more fulfilling job or engagement with further education• Exposure to different people and perspectives could increase open-mindedness	<ul style="list-style-type: none">• Increased self-esteem or improved self-image as a result of achievements• Could lead to a better job, with reduced stress• However, education course could be stressful – increased risk of mental health problems

4. ●■ Students could fill in the boxes with some of the possible impacts provided below
Positive impacts of lifestyle on social well-being:

- Friends/family can cook together as a social activity
- Attending cooking classes could offer opportunities to make new friends
- Engaging in exercise as a social activity, e.g. going for a swim with a friend
- Exercising and eating well can boost confidence, which can make it easier to meet new people
- Drinking socially (in healthy moderation) with friends/family
- Maintaining personal hygiene helps to maintain a professional appearance, which can improve workplace/professional relationships

Negative impacts of lifestyle on social well-being:

- Drinking heavily can lead to mental health conditions, which can in turn lead to social isolation
- If a smoker, others may not like the smell/smoke, which can affect relationships
- Eating poorly can make someone feel fatigued/lethargic, which could reduce energy
- If exercising excessively, there could be less time available to spend with friends
- If using illegal drugs, there is a risk of getting a criminal record, which may limit future opportunities

Exam-style questions:

●■ Award 1 mark for each identification of an impact (sub-max 2 marks● or 3 marks■); 2 marks for expansion (sub-max 2 marks● or 3 marks■). All impacts explained should be negative, as per the question.

Indicative content includes (accept suitable alternatives):

- Stress over finances/bills (1) – if this becomes chronic, Justin is at increased risk of developing health conditions such as heart disease, high blood pressure and depression. (1)
- Inability to afford healthy food (1) – Justin could become malnourished and/or obese
- Inability to afford healthy food (1) – this raises the risk of Justin developing health conditions such as heart disease and multiple cancers. (1)
- Inability to afford exercise, e.g. gym membership (1) – Justin could become overweight and experience fatigue / sleep problems. (1)
- Inability to afford exercise, e.g. gym membership (1) – Justin is at greater risk of developing health conditions such as heart disease and type 2 diabetes. (1)



11: Major life events that affect development

1.
 - ■ Students' answers should describe the difference as follows and provide an appropriate example (accept suitable alternatives):
 - **Predictable life events:** these are expected to occur as part of the life course and can be planned for (e.g. starting or leaving school, beginning employment, retirement, marriage/partnership).
 - **Unpredictable life events:** these are unexpected and often come as a considerable surprise. People may not have had time to plan for them (e.g. redundancy, unexpected pregnancy, sudden bereavement, accident or sudden serious illness, being promoted).
1. a) ■ Students' answers should describe the difference between predictable and unpredictable life events.
b) ■ For predictable life events, students should list any four from (accept suitable alternatives):
 - Starting school
 - Leaving school
 - Beginning employment
 - Retirement
 - Marriage/partnership
 - Planning to start a familyFor unpredictable life events, students should list any four from (accept suitable alternatives):
 - Redundancy
 - Unexpected pregnancy
 - Sudden bereavement
 - Accident or injury
 - Sudden serious illness
 - Being promoted
2.
 - ■ Students should identify the following life events (■ students should also identify whether they are predictable or unpredictable):
 - Divorce (predictable, but could also be unpredictable/sudden)
 - Retirement (predictable)
 - Becoming a carer (unpredictable)
 - Bereavement (unpredictable, but could be predictable, e.g. if someone is elderly)
 - Starting school (predictable)
 - Beginning employment (predictable)
 - Marriage (predictable)
3.
 - ■ Students could fill in their table with the examples provided below (accept suitable alternatives):

	Positive impact	Negative impact
Moving home	<ul style="list-style-type: none">• Opportunity to meet new people in the new area• If closer to work/school – reduced stress• If a location with less pollution – reduced risk of respiratory conditions• If location has more green space – more opportunities for free exercise	<ul style="list-style-type: none">• Stress involved in moving• Financial implications• If area more polluted – increased risk of respiratory conditions• Could move to a more isolated area
Redundancy	<ul style="list-style-type: none">• More leisure time available, e.g. to spend with family or pursue new skills/hobbies• Reduction in stress	<ul style="list-style-type: none">• Change in income• If too much free time – boredom and unfulfillment• Greater risk of isolation
Accident/injury	<ul style="list-style-type: none">• May prompt someone to re-evaluate their priorities in life• May prompt someone to make less risky decisions in the future or engage in healthier behaviours	<ul style="list-style-type: none">• Pain and discomfort• May be hard to get back to work• Having to take time off work
Changing employment	<ul style="list-style-type: none">• Opportunity to build new skills / gain new experiences• Increase to confidence and self-esteem• If increase in earnings – less likely to be stressed over bills	<ul style="list-style-type: none">• Additional stress• If reduction in earnings – less able to afford bills• If job less challenging – boredom and a lack of motivation
Leaving home	<ul style="list-style-type: none">• Increased independence – opportunity to learn new skills (e.g. daily living)• May build self-esteem and own identity – especially if unhealthy relationship with parents	<ul style="list-style-type: none">• Stress involved in leaving home• New responsibilities• Bills may be more difficult to manage
Serious illness	<ul style="list-style-type: none">• May prompt someone to re-evaluate their priorities in life• May prompt someone to make less risky decisions in the future or engage in healthier behaviours	<ul style="list-style-type: none">• Symptoms of illness interfering with daily life• Less able to work or study• Could become a burden on family• Taking time off work

4. ■ Students should categorise the life events as follows:

Starting school	Marriage	Divorce	Bereavement
Life circumstance	Relationship	Relationship	Relationship

4. ● Students could add notes to their plans as follows (accept suitable alternatives):

5. ■ Students could add notes to their plans as follows (accept suitable alternatives):

Social readjustment rating scale – what does it measure?

- The scale contains a list of stressful life events, ranked by a stress score (a number that indicates how stressful the life event is).
- The top three are bereavement of a spouse, divorce and marital separation.

How can the scale be used to predict risk to an individual’s health?

- The number of stressful events experienced in the past year gives an indication of the risk of developing a serious illness.
- The higher someone’s score is, the greater risk they are at of developing a serious illness.

Impact of stress on physical health

- Increased risk of physical health conditions (e.g. cardiovascular problems, including high blood pressure; immune system problems; loss of libido).

Impact of stress on intellectual, emotional and social well-being

- Impact on mental/emotional health (e.g. increased risk of depression/anxiety).
- Can also affect social and intellectual well-being as people may withdraw socially or lose focus at work/school.

Awareness of competing arguments – individual differences in coping

- Holmes–Rahe scale does not take into account the role of individual differences (e.g. some individuals may be more resilient than others).
- It also does not take into account differences in support systems available (e.g. family, friends, professional help, etc. in an individual’s life).

Awareness of competing arguments – other influences on health

- ‘Nature’ factors (e.g. genetics, biological factors)
- ‘Nurture’ factors (e.g. influence of the physical environment, income, social/cultural factors, etc.)

Conclusion

- Will vary according to students’ individual judgements – should be based on evidence.

Exam-style questions:

●■ Award 1 mark for each identification of an impact (sub-max 2 marks); award 1 mark for each explanation (sub-max 2 marks). All impacts explained should relate to social well-being, as required by the question. Indicative content includes (accept suitable alternatives):

- Building attachment with new baby (1) – Samantha will learn parenting skills, e.g. how to care for a new baby’s needs. (1)
- Social support from parents (1) – may deepen bond between Samantha and her parents, which may help her cope with the new baby. (1)
- Increased risk of social isolation (1) – time off work / harder to socialise with friends and family, which may make her feel lonely. (1)

■ Award 1 mark for each identification of an impact (sub-max 2 marks); award 1 mark for each explanation (sub-max 2 marks). All impacts explained should be positive, as required by the question. Indicative content includes (accept suitable alternatives):

- More leisure time available (1) – could spend more time with friends and family, which may improve her mental health. (1)
- More leisure time available (1) – Kevin could support family members by providing a listening ear, which may improve their relationships. (1)
- More leisure time available (1) – could get involved with local community work, which may help build Kevin’s skills and/or contribute to a sense of community. (1)
- Reduced stress (1) – working in the police could be stressful; Kevin may be at a lower risk of mental health problems once retired. (1)

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12: The physical changes of ageing

1.
 - Students should provide the following answers:
 - a) Three from (accept suitable alternatives): forgetting information to an extent that changes to problem-solving abilities; struggling with daily living activities; confusion; communication difficulties; social withdrawal; mood changes
 - b) (i), (ii), (iv)
 - c) Two from (accept suitable alternatives): information processing; sending movement messages; pain; controls major bodily functions, such as digestion
 - d) (ii), (iii), (iv)
1. a)
 - Students should correctly identify each statement as true or false, and provide reasons. For example (accept suitable alternatives):
 - (i) True – dementia affecting people younger than 65 is referred to as young-onset dementia.
 - (ii) False – smokers and heavy drinkers are at greater risk of dementia, but this is not always under an individual's control (e.g. gender, family history)
 - (iii) False – Alzheimer's disease is a type of dementia.
 - (iv) True – nervous tissue degeneration can cause a slowing of information processing over time and a decline in short-term memory abilities.
 - b) Two from (accept suitable alternatives): information processing; sending movement messages; pain; controls major bodily functions, such as digestion
 - c) (ii), (iii), (iv)
2.
 - Students should categorise the effects as follows:

	Physical	Mental
An individual diagnosed with dementia who is struggling to interact and communicate with other people.		
An individual with osteoarthritis who is suffering with painful and swollen joints. These make it very difficult for them to move around.	✓	
An individual has recently been diagnosed with coronary heart disease. They are very worried and anxious about what this means.		
An individual who is experiencing a gradual decline in their vision. They are struggling to read books in the same way they used to.		
An individual with osteoporosis fell recently and broke their hip. This has made it impossible for them to get out and spend time with others.		

3.
 - Students could complete their table with the following (accept suitable alternatives)
2.
 - Students could complete their table with the following (accept suitable alternatives)

	Osteoarthritis	Degeneration of sensory organs
Definition	A degenerative condition in which the cartilage which acts as a 'cushion' between joints has thinned.	Decline in sensory abilities such as vision and hearing.
Impact on development	<ul style="list-style-type: none">• Painful, stiff joints that can make movement difficult.• Experiencing chronic pain can cause psychological distress.• Can make it difficult to work or engage in social activities.	<ul style="list-style-type: none">• Socialising may be made harder (e.g. difficult to hear conversations).• May struggle to access services if information is not provided in an appropriate format (e.g. Braille).• Increased risk of falls.



4. ● Students could complete their diagrams with information from the following (accept):
3. ■
- Age increases risk by:
- Long-term build-up of cholesterol

• Thickening of the heart walls

• Slower heart beat

• Stress than in young people
- Lifestyle factors that increase the risk include:
- Heavy alcohol consumption

• Smoking

• Substance misuse

• Poor diet / obesity

• Sedentary lifestyle
- Effects of cardiovascular disease include:
- Heart attack

• Heart failure

• Pain (angina)

• Stroke

• Pain and weakness

• Shortness of breath

• Dizziness

4. ■ Students should categorise the effects as follows, and provide an appropriate justification:

	Physical	Intellectual	Emotional	Social
An individual diagnosed with dementia who is struggling to interact and communicate with other people.				✓
An individual with osteoarthritis who is suffering with painful and swollen joints. These make it very difficult for them to move around.	✓			
An individual has recently been diagnosed with coronary heart disease. They are very worried and anxious about what this means.			✓	
An individual who is experiencing a gradual decline in their vision. They are struggling to read books in the same way they used to.		✓		
An individual with osteoporosis fell recently and broke their hip. This has made it impossible for them to get out and spend time with others.				✓

Exam-style question:

- Award 1 mark for each identification of an effect (sub-max 2 marks); award 1 mark for each explanation (sub-max 2 marks). All effects explained should relate to emotional development, as indicated in the scenario. Indicative content includes (accept suitable alternatives):
- Reduction in eyesight (1) – Gloria may be less able to engage in activities she finds enjoyable (e.g. reading, watching films), which could contribute to emotional distress. (1)

• Reduction in eyesight (1) – harder to maintain the activities of daily living, which could affect self-esteem. (1)

• Reduced mobility (1) – could be worsened if Gloria develops osteoarthritis. Pain could make it harder for Gloria to socialise, which could make her feel isolated and depressed. (1)

• If Gloria develops dementia as she ages (1), this could lead to her becoming confused, upset, frustrated and/or anxious. (1)

13: The psychological changes of ageing

1.
 - Students should correctly identify each statement as true or false, and provide an explanation. For example (accept suitable alternatives):
 - True – social disengagement theory proposes that older adults have fewer social contacts and are less likely to act in a way that is constrained by social norms.
 - False – older adults may still be interested in socialising, but may find it harder due to mobility problems, ill health and sensory impairments.
 - False – activity theory suggests that successful ageing involves interest and participation in a range of hobbies and/or activities.
 - False – activity theory was proposed by Havighurst in 1961.
2.
 - Students should fill in the gaps as follows (accept suitable alternatives):

Some people have worries about **money** as they age. Many may struggle to afford essential living costs, which could lead to high levels of worry and **stress**. This is particularly concerning given the cold weather during winter, which can result in many older adults experiencing 'fuel **poverty**'. Some may receive the form of welfare **benefits**, such as the Winter Fuel **Payment**. These are less likely to be received if they previously had a well-paid **job** that provides a good occupational **pension** to support them in retirement.

There are also **cultural** influences on the way that elderly care is provided. For instance, in some cultures it is the norm for elderly adults to live in **residential** care homes, so that their needs can be met. This is not necessarily the case in other cultures; some Asian and African communities may be more likely to live at **home**, for example. For some people, this could help to reduce social **isolation** by providing support from family members.

The way someone views **death** is also likely to be influenced by their religion and **spiritual** beliefs. For some individuals, death may be seen as something to be **feared** or it may be seen as an opportunity for an afterlife or next stage.

Additionally, ageing can affect someone's confidence and self-**esteem** as the ageing process progresses. This is likely to vary between individuals – if someone enters retirement and reflects on their achievements with pride, this is likely to have a **positive** effect.

2.
 - Students could complete their table with the following (accept suitable alternatives):

Factor	How this could affect an older adult
Financial concerns	<ul style="list-style-type: none">May struggle to afford essential living costs on the state pension, leading to increased levels of worry and stress.May not heat home sufficiently due to high fuel costs – increase in risk of illness such as pneumonia as a result of chronic exposure to cold.Less able to afford leisure/social activities or travel costs which could lead to social isolation.
Role changes	<ul style="list-style-type: none">Roles may change as a result of ceasing employment and going into retirement, such as becoming a grandparent.This could affect an individual's self-image as they will describe themselves differently. Self-esteem could be either positively or negatively affected.Becoming involved in new opportunities (e.g. volunteering, being a mentor) can lead to additional fulfilment, confidence and contentment.
Losing a partner	<ul style="list-style-type: none">Feelings of loneliness and social isolation.Influence on self-concept/self-image as no longer part of a partnership.Feeling depressed and/or angry.Risk that the individual 'gives up' and no longer takes care of themselves.
Loss of friends	<ul style="list-style-type: none">Increased loneliness and risk of social isolation.Reduction in emotional support as fewer friends to turn to.May cause worries over one's own mortality (e.g. if friends are dying).
Increase in leisure time	<ul style="list-style-type: none"><i>Positive effects:</i> more time for socialising or seeing family; more time for hobbies and leisure activities; reduced stress as no longer working.<i>Possible negative effects:</i> may have too much spare time to fill, leading to boredom or demotivation; risk of becoming socially isolated; some people may feel a loss of purpose or care/support.

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3. ● *Students could complete their diagrams with information from the following (accept suitable alternatives):*
- Role changes:**
- *An older adult's role in society may change by:* ceasing employment and going on to become a grandparent.
 - *This could affect an individual because:* their self-image (way they describe themselves) still feel 'useful' to society will depend on their self-esteem; becoming involved in volunteering, being a grandparent) could provide fulfilment.

Loss of a partner:

- *Effects of grief include:* feelings of loneliness and social isolation; influence on self as part of a partnership; feeling depressed and/or angry; risk that the individual 'gives up' on their own health and well-being.

Increase in leisure time:

- *Positive effects:* more time for socialising or seeing family; more time for volunteering; reduced stress as no longer working.
- *Possible negative effects:* may have too much spare time to fill which could lead to isolation or becoming socially isolated; some people may struggle to adjust to receiving a pension.

Loss of friends:

- *Losing one's friends could impact an individual by:* increased loneliness; reduction in social contact; worries over one's own mortality (e.g. if friends are of similar age).

3. ■ *Students could add notes to their plans as follows (accept suitable alternatives):*

Impact of culture – cultural differences in how care is provided

- There are cultural influences on elderly care provision, e.g. residential care homes; some other communities may be more likely to provide care for relatives at home.
- May be professionally trained staff available 24/7 in care homes, but social isolation at home due to extended family contact.

Impact of culture – meeting of cultural needs by care staff

- Members of some communities may have cultural needs/preferences, e.g. dietary requirements.
- Failure to respect these by services could lead to an older adult feeling as though they are not being cared for properly.

Impact of views on death – death as something to be feared

- Views of death are likely to be influenced by an individual's religion/spiritual beliefs.
- If death is viewed as something to be feared, this could lead to chronic stress/worry, especially if bereaved of a partner, friends, etc.

Impact of views on death – death viewed as a transition

- Death may be seen as an inevitable transition to some kind of afterlife / next stage.
- A person with this view may be more likely to approach death with acceptance.

Awareness of competing arguments – activity theory versus social disengagement theory

- Activity theory – successful ageing involves participating in fulfilling activities, e.g. hobbies.
- Social disengagement theory – older adults naturally withdraw from society as they age, becoming more dependent on socialising.

Awareness of competing arguments – other influences (e.g. financial concerns, social change)

- Financial concerns – some older adults are on lower incomes during retirement.
- Social change, e.g. changes to role (could be positive or negative effect on well-being).

Conclusion

- Will vary according to students' individual judgements – should be based on evidence.

4. ■ *Two from (accept suitable alternatives):*

- Change in role to being retired, e.g. their previous employment may have contributed to their self-esteem / reduced self-esteem if stressful or unenjoyable.
- Change in role to being retired – looking back with pride over life's achievements.
- Being retired also gives individuals the opportunity to try new things. This could boost their confidence as a result.
- Having more time to spend with family could also increase an older adult's self-esteem. The additional time to spend with others, e.g. their grandchildren.

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Exam-style questions:

● Award 1 mark for each identification of an impact (sub-max 2 marks); award 1 mark for each appropriate expansion or example (sub-max 2 marks).

Indicative content includes (accept suitable alternatives):

- Change in role to being retired (1) – being a scientist is a high-status job that may have boosted her self-esteem. Her self-esteem could reduce now that she is no longer in this role. (1)
- Change in role to being retired (1) – looking back with pride over her life's achievements could boost Ruth's self-esteem. (1)
- Being retired also gives Ruth the opportunity to try new things (1), such as writing a book, which could boost her confidence as a result. (1)
- Having more time to spend with family (1) could also increase her self-esteem as she can spend more time with her grandchildren. (1)

■ Award 1 mark for each correctly identified aspect of Henry's case material relevant to the question (sub-max 3 marks); award 1 mark for each appropriate expansion or example (sub-max 3 marks).

Indicative content includes (accept suitable alternatives):

- Henry lives near his friends and family (1), which means he can maintain his relationships and avoid him becoming lonely or socially isolated. (1)
- Henry gets out of the house regularly (1). By engaging in even light exercise (e.g. walking), he can improve his health (1); for example, by maintaining a healthy weight / improving his sleep quality.
- Henry gets out of the house regularly (1). By engaging in even light exercise (e.g. walking), he can improve his well-being (1); for example, by reducing his risk of depression. (1)
- Henry is interested in starting a new hobby (1). This could promote his intellectual development and give him the opportunity to build on his knowledge and skills (1).

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14: The societal effects of an ageing population

1. ●■ Students should identify and describe (■ only) three separate financial benefits, (● suitable alternatives):
- State Pension – a regular payment from the government provided to eligible older people (after National Insurance contributions) to assist with living costs.
 - Winter Fuel Payment – a payment of between £100 and £300 to help with the cost of heating.
 - Carer’s Allowance – a welfare benefit available to people who spend at least 35 hours a week caring for someone with a disability.
 - Council Tax Support – a reduction in council tax for eligible people, e.g. those on a low income.
 - Travel benefits, e.g. a free bus pass
 - Free prescriptions / eye tests – everyone over 60 is able to access certain health services free of charge.

2. ●■ Students could complete their table as follows (accept suitable alternatives):

	How could a domiciliary care worker support this?
Physical	Providing support with personal care reduces the risk of infection. Providing support with meal preparation and feeding ensures nutritional needs are met. Domiciliary care workers may also assist with medication management. They could help to manage health conditions or any unpleasant symptoms the older adult is experiencing.
Intellectual	A care worker could support an older adult’s participation in activities of their choice. For example, they could provide the older adult with information about local organisations that offer classes in their local area, as a way of keeping their mind active.
Emotional	Domiciliary care workers may provide informal emotional support by listening to the older adult and spending time with them. They can also help older adults with tasks around the home (e.g. sorting out bills) which can reduce an older adult’s stress.
Social	Visiting regularly means that a relationship can be built up between the care worker and the older adult. They may enjoy spending time together during the visit. Domiciliary care workers can assist with getting out and about, which could reduce the risk of the older adult becoming isolated.

3. ● Students should provide appropriate definitions of the terms (accept suitable alternatives):
- a) This supports people who have reduced movement or function, which could be due to age, illness or disability.
 - b) This helps people facing barriers to the activities of daily living (e.g. due to illness or disability). Health professionals will help people to find ways of overcoming these barriers.
 - c) A type of service where people go to live, on either a permanent or temporary basis. They are usually around the clock. A common example is a care home.
 - d) Nursing care provided in a community setting, such as a patient’s own home.

4. ● Students could add notes to their plans as follows (accept suitable alternatives):

Positive effects of an ageing population – longer lives

- If people are living longer in a state of good health, they have more time available to spend with family / friends / seeing friends.

Positive effects of an ageing population – supporting younger generations

- Increased leisure time can be used to provide childcare for younger, working-age people.

Negative effects of an ageing population – costs of care

- Many older adults have multiple/complex health needs which require a high degree of support (e.g. medical equipment, adaptations) to manage and treat. This costs money, often funded by the state.

Negative effects of an ageing population – shortage of care workers

- Increased demand for care has contributed towards a shortage of care workers. The amount of care given. Hiring and training more workers also costs money.

Negative effects of an ageing population – proportion of population working

- As people are in retirement for longer, they will not be paying taxes (which are used to fund care).

Conclusion

- Will vary according to students’ individual judgements – should be based on evidence.

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Exam-style questions:

■ Award 1 mark for each identification of an impact (sub-max 3 marks); award 1 mark for each explanation (sub-max 3 marks). All effects explained should relate to social development, as required by the Indicative content includes (accept suitable alternatives):

Positive effects

- Moving to a care home with other residents may give Eoin the opportunity to spend time with others, especially because he currently lives alone. (1)
- The care home may offer different activities and trips out (1), which could reduce Eoin's isolation. (1)

Negative effects

- Depending on the location of the care home (1), Eoin may be further away from his family and friends. (1)
- If the care home does not make active efforts to encourage socialising (1), Eoin may become lonely. (1)

■ See Appendix A for details on levelled mark schemes for long-answer questions. Indicative content includes (accept suitable alternatives):

Positive effects of an ageing population:

- *Longer lives* – if people are living longer in a state of good health, they have more time to spend on e.g. for leisure activities / seeing friends.
- *Supporting younger generations* – increased leisure time can be used to provide childcare for younger age generations.

Negative effects of an ageing population:

- *Costs of care* – many older adults have multiple/complex health needs which require expensive treatments (e.g. medical devices, adaptations) to manage and treat. This costs money, often funded by the government.
- *Shortage of care workers* – increased demand for care has contributed towards a shortage of care workers. This can affect the standard of care given. Hiring and training more workers also costs money.
- *Proportion of population working* – as people are in retirement for longer, they will contribute less to the economy (and partially used by the government to fund care).

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Appendix A: Levelled Marking

For this unit, levelled marking will be used to decide on the marks awarded for long questions. This means the examiner will look at various aspects of your answer (your understanding, as well as your application and evaluative skills) to decide which grade you should receive.

The table below contains details found in the mark scheme in the style of the examination levels, how these are demonstrated in your answers to the questions, and the range of marks that you can expect to receive.

Examiners will take a ‘best-fit’ approach to marking your answers. This involves the following:

- 1. Making a holistic judgement as to which band your answer most closely matches.
- 2. Deciding which mark *within* that band the student should receive.
 - a) This is based on the quality of your answer, linked to how securely key elements (as outlined in the table below) are covered.
 - b) Whether your answer falls into the bottom, middle or top of that band depending on how well you are covering key elements of that band within your answer.

	Marks	Description
Level 1	0–3	<ul style="list-style-type: none">• Little or limited knowledge and understanding may be substantial gaps.• Limited evidence of application of theory or practice.• Basic evaluation – more descriptive than evaluative.• Conclusion lacks focus, with no clearly logical reasoning.• Little use of specialist terminology.• Lack of clarity and fails to provide a satisfactory answer.
Level 2	4–6	<ul style="list-style-type: none">• Accurate knowledge and understanding shown.• Some evidence of application of theory or practice to some evaluation.• Conclusion exists, but may lack some logical reasoning.• Demonstrates use of specialist terminology.• Demonstrates clarity and reasoning.
Level 3	7–10	<ul style="list-style-type: none">• Accurate knowledge and understanding shown.• Sufficient evidence of application of theory or practice leading to a balanced evaluation.• Clear conclusion, developed from competent evidence and support.• Demonstrates use of specialist terminology.• Demonstrates clarity and reasoning.

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