



Exam Preparation Pack

for BTEC Level 3 National in Health and Social Care

Unit 1: Human Lifespan Development

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Teacher's Introduction

This exam preparation pack has been carefully created to help students prepare for their BTEC Nationals Health and Social Care Unit 1 examination and feel confident with their ability to tackle questions.

This resource has been split accordingly into chapters, covering a range of command words for both short- and long-answer questions which are likely to appear in the exam. This exam preparation pack aims to help the students to do the following:

- Learn useful exam tips, such as splitting the allocation appropriately.
- Understand the different types of command words that may arise, such as 'outline'.
- Analyse the different types of questions that they may be asked and plan how many marks.
- Take practice questions throughout each chapter to test their understanding and knowledge.
- Apply their Unit 1 knowledge to exam-style questions – each chapter provides exam-style case studies and questions.
- Learn how examiners will mark exam-style questions, so that students can understand what is awarded.

Please note that although activities and practice questions are relevant to the Unit 1 specification, this resource is not intended for use as a revision guide as it does not cover all aspects of the specification, instead focuses on the skills that students will need to help them succeed in their examination.

This resource is intended to supplement your teaching only. The entire specification is not covered, though this resource has aimed to cover as much as possible.

It is the teacher's responsibility to decide how to use this resource to assist students appropriately. You may simply wish to read this material to better understand the specification or help you prepare your lessons and give yourself ideas for your teaching. You may also consider handing out some of the sheets for reference and using some of the questions as classwork and homework. You may also consider handing out the resource to be worked on by students more independently.

As with all pre-release material, it is the teacher's responsibility to decide how to use this resource to assist students. It is the teacher's responsibility to decide how this resource is used in your school and into that assistance.

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Teacher's Guide to the Resource

This resource contains the following materials:

1. A chapter on exam tips

This chapter will start by giving students an overview of the structure of the exam. Advice for tackling exam questions will also be provided, such as how to most effectively approach different types of questions, as well as the planning, writing, and checking of their answers. The assessment outcomes will be introduced, in addition to the way that marks are allocated.

2. A chapter on writing tips

This chapter contains some introductory advice for students on structuring their time effectively during the exam. The required level of depth in answers, the importance of linking the question to case material and tailoring an answer to the question, the importance of correct usage of terminology and the presentation of work will be discussed.

3. A chapter on the major question types

This chapter is split into three sections according to question type. The aim is to provide students the skills needed to answer a range of question types (often based on case studies) as well as allowing them to practise planning, marking and writing answers.

- **Section 1:** Interpreting the Case Studies
- **Section 2:** Short-answer Questions, including Data Interpretation
- **Section 3:** Long-answer Questions

Each section is further split into four parts:

Part 1 'introduction' – introduces the question type or element of the exam, the command words. It also indicates the likely assessment outcomes which relate to the question type.

Part 2 'analysing the question' – takes students through a detailed analysis of the question, likely to come up and advises them how they should analyse these questions.

Part 3 'planning an answer' – takes students through how to plan their answer, including scaffolding techniques and opportunities for practice.

Part 4 'marking your answer' – provides students with an opportunity to see how questions are marked, providing the answers to the example questions given in part 2 of each section.

Each part includes activities for students to practise each part of the question type, followed up with practice exam-style questions to apply all of the information they have learnt and apply their understanding.

4. Mark schemes

All of the practice exam questions include a mark scheme similar to the one used in the exam. Written in a student-friendly way, this mark scheme gives advice and a breakdown of marks allocated to student answers.

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Exam Tips

In the Exam

The Structure of the Exam

Your exam is **1 hour 30 minutes** long, and there are **90 marks** available. Therefore a maximum of one minute per mark, and plan your time accordingly.

Your exam will follow a three-question format. This means that the exam is split into three sections, each section worth an equal number of marks (i.e. 30 marks per section). Each section will be asked about the same case. Throughout the section, further information will be provided alongside the questions. As the exam is 1 hour 30 minutes long, make sure you spend 30 minutes of your time on each section.

How to Tackle a Question

If you open the paper and see a question you didn't expect: don't panic! Take a breath and follow the steps below. Whatever you do, don't just start writing down everything you know.

Reading the whole paper:

- Remember to take your time at the beginning, reading through **all** of the questions.
- You don't have to answer them in any particular order, but be aware that some questions might be linked for a reason, and earlier questions might help you answer later ones.

Reading through the question:

- Highlight or underline keywords. In past exams, some students have misread the question and provided answers about the wrong topics (for example, by writing about some *psychological* rather than *physical* impact).
- Identify the command word – what is the question asking you to do? Command words are explained in detail in the next section.
- Pause before starting to write the answer, to allow time for the question to fully sink in.

Planning:

- This stage is key to getting higher marks, so make sure you don't skip it. Planning can:
 - help you structure your answer
 - help you answer the question properly
 - save time
 - prompt you to remember a key point that you may otherwise forget
- You may do any rough work and planning in your exam paper, but make sure you indicate it is not to be marked.
- Before starting writing, go back and check your plan against the question. Has it answered the question?
- Marks and space available give you clues about the required depth of your answer. Use this to help you plan your answer.

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Writing:

- Remember to pace yourself, and think about spelling, grammar and legibility of content.
- Try to focus on quality rather than quantity when it comes to writing, and don't worry about how much people are writing around you.
- Any mistakes you make – cross them out; don't use corrector pens, fluid or tape.
- If you get stuck with a question, leave it and go on to another one, leaving time to come back to it at the end.
- If you are working on additional pages, make sure you leave some space at the end of each page so that you have space to fill in any extra information later.
- If you have finished your exam and there is still time, do not just sit there. Go back and expand on your answers where possible. You may find that you forgot to add something.

Checking:

- Leave a few minutes after you have finished writing to go through your answers, checking for grammar and terminology errors and making sure you haven't left anything important out.
- Finally, double-check that your candidate details are on any extra sheets you have used and put them in the correct order with your answer book, using a treasury tag to do this if you need to.
- Put a cross through any pages and notes that you don't want marked, e.g. practice questions.

Command Words

During your exam, you will come across keywords which indicate what type of answer you are expected to give when answering each question. These are called 'command words'. Each question may contain one or more command words which means that each question is asking you to do something different. Later in this unit, you will see which assessment objectives are associated with each command word.

Therefore, you should become familiar with each command word, and be sure to understand the differences between command words. The table below gives a list of each command word and an explanation as to what you should do in order to answer the question. These are not exhaustive, but you should be prepared.

Command word	What this involves	
Which or what	Specify one (or more, depending on the requirements of the question) item or element from a clearly-defined set.	In which life stage does menopause occur?
Identify	State the key features or qualities relating to something, or the purposes of that thing.	Identify three factors that influence the rate of photosynthesis.
Describe	Give a clear, detailed and objective account of something's features.	Describe solely the structure and function of the heart.
Outline	Give an overview or summary of a topic, or the main characteristics of something.	Outline two ways in which climate change can negatively affect the environment.

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Command word	What this involves	
Explain	Give an account of something that indicates the origins, causes and/or purposes of that thing. Involves a higher level of detail and clearly supported reasoning.	Explain how he emotional dev Explain the im belief can have
Discuss	Write about a topic in detail, providing differing accounts and opinions relating to the topic. Consider how these aspects relate to one another, and the extent of their relevance.	Discuss how ne someone's risk Discuss the im during ageing
To what extent	Show the reasoning behind a particular argument or opinion, giving relevant evidence. Also assess the relevant evidence, consider the impacting factors, and come to a conclusion.	To what extent affect an indivi To what extent individual's sel
Justify	Similarly to 'To what extent', this question asks you to show the reasoning behind an argument. You should show the underlying logic of your conclusions, cover opposing viewpoints and show why your view is the most appropriate.	Justify how act being in older
Evaluate	Bring together relevant concepts, theories, alternative explanations and critical considerations (e.g. strengths and weaknesses, or advantages and disadvantages). Answering the question should including making a judgement based on all relevant information.	Evaluate the in children's emo Refer to relate

The table above covers the most common, and likely, command words you will come across. However, there are a few other relevant terms that you should be aware of, that are not in the table, for example:

- **Define:** A command word that asks you to provide a definition or meaning of a term.
- **State:** A command word that asks you to provide a specific fact or example.
- **Complete:** A command word that is often used to ask you to fill in blank spaces.
- **Quantitative research:** A type of research that uses numerical data (for example, to draw conclusions about the number of people who use a product).
- **Qualitative research:** A type of research that uses detailed, descriptive data (for example, to answer open-ended questions) to draw conclusions.

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How your Marks are Awarded

This section will help you to understand how marks are awarded, and how the unit will also cover the assessment outcomes for this unit, and the expectations associated with different overall grades.

Questions in the assessment are either 'short-answer' (with varying numbers of marks ranging from 1 to 6 marks) or 'long-answer', which receive 10–12 marks.

'Short-answer' question mark schemes will often look similar to the following:

Case material: Matilda is on a low income and has recently had to move to a different area.

Question:

2a) Outline **two** ways that environmental factors can negatively affect development.

Mark scheme

Question number	Answer
2a	<p>Award 2 marks for a precise point and 2 further marks for an explanation. Maximum 4 marks.</p> <ul style="list-style-type: none"> Poor housing conditions can lead to mental health problems (1). An unsafe home and not having the money to make the relevant repairs to her home could cause Matilda to become anxious and depressed (1). Pollution can cause respiratory problems (1). Martha lives in an area where toxins from heavy traffic can raise the risk of conditions such as asthma (1) and lung cancer (1). <p>Accept alternative answers and expansions.</p>

'Levelled marking' is used to grade the 'long-answer' questions, which is described in the mark schemes. For 'short-answer' questions, mark schemes are provided for individual question types.

Levelled Marking

For this unit, levelled marking will be used to decide on the marks awarded for long-answer questions. This means the examiner will look at various aspects of your answer (including 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 of the style of the exam questions, how these are demonstrated in your answer to the questions, and the range of marks you can receive.

Examiners will take a 'best fit' approach to marking your answers. This involves the following steps:

- Make a judgement on which band your answer most closely matches.
- Examiners will then decide which mark *within* that band you should receive.
 - This is based on the quality of your answer, linked to how securely key elements (as shown in the table below) are covered.
 - 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.

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	Marks	Description
Level 1	0–3	<ul style="list-style-type: none"> • Little or limited knowledge and understanding shown, with substantial gaps. • Limited evidence of application of theory or relevant information, more descriptive than evaluative. • Conclusion lacks focus, with no clearly logical evidence. • Little use of specialist terminology. • Lack of clarity and fails to provide satisfactory answer.
Level 2	4–6	<ul style="list-style-type: none"> • Accurate knowledge and understanding shown, with a balanced evaluation. • Some evidence of application of theory or relevant information. • Conclusion exists, but may lack some logical evidence. • Demonstrates use of specialist terminology. • Demonstrates clarity and reasoning.
Level 3	7–9	<ul style="list-style-type: none"> • Accurate knowledge and understanding shown, with a balanced evaluation. • Sufficient evidence of application of theory or relevant information. • Clear conclusion, developed from competing arguments and support. • Demonstrates use of specialist terminology. • Demonstrates clarity and reasoning.

If a long-answer question is worth 12 marks, the levelled mark scheme is slightly different. The marks per level are as follows: Level 1 (1–3 marks); Level 2 (4–6 marks); Level 3 (7–9 marks). The descriptions attached to each mark level will be outlined in more detail later in the *Questions*.

Assessment Outcomes

Assessment outcomes (AOs) outline the purpose of the assessment. AOs detail what you must demonstrate in order to show that they have learnt and understand the content of the unit (in addition to the necessary content knowledge that you must show, but also the skills you must demonstrate and evaluation skills).

The table below outlines each AO in full, the command words associated with each AO is assessing you on.

	Notes	Command Words
AO1	Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development, and effects of ageing.	Describe, evaluate, justify, extend
AO2	Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development, and effects of ageing.	Describe, evaluate, justify, what
AO3	Analyse and evaluate information related to human development theories/models and factors affecting human growth and development.	Evaluate
AO4	Make connections between theories/models in relation to human development, factors affecting human growth and development, and effects of ageing.	Describe, justify, extend

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Exam grades

The four key pass grades that can be awarded for this unit are *distinction*, *merit*, *pass* and *fail*. Each grade represents the demonstration of a different level of knowledge and understanding.

- Students receiving a **pass grade** for this unit will have demonstrated their knowledge and understanding of the specification content across the lifespan, as called for by the assessment outcomes. They will have demonstrated their ability to apply relevant theories and information to explain and development in humans.
- Students who receive a **distinction grade** will have done all of the above, but at a greater level of depth and knowledge regarding the specification content across the lifespan. They will have exhibited strong analysis and evaluation skills, particularly in the long-answer questions.
- Students who receive a **merit grade** will have demonstrated an ability that falls between the *pass* and *distinction* levels.
- The **near pass** is a boundary is a way of giving credit to students whose performance is just below the *pass* requirements, but demonstrates a higher level of knowledge and understanding than an *unclassified* grade. Students who receive a *near pass* on externally assessed components will pass their qualification, as long as they meet the other eligibility requirements.

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Writing Tips

Structure

A clear and logical structure to your answers is crucial for helping you maximise the marks available. Outlining the structure of your answer is a key part of the planning stage, and will help you with your writing.

In terms of general structuring tips, 'long-answer' questions will require essay-style answers. The first part of your answer should include the core content of your answer, including the case material, examples and evaluation. The last paragraph of your answer should summarise your argument. This should follow logically from your argument – it should not be surprising to the reader.

Specific tips for structuring your answers according to the question type are provided in the sections in this resource on 'short-answer' and 'long-answer' questions.

Time Management

As you only have a limited amount of time in your exam (averaging one minute per question), it is important that you manage your time well and reduce the amount of time wasted, as this can cost you marks. In previous examinations of this unit, many students have not answered all the questions. Being aware of common time-wasting mistakes can help you avoid falling into these traps yourself.

Avoid repeating the question stem (part of the question which outlines details of the question) in your answer. This wastes time, and will not provide you any additional marks. For example, if the question is 'identify two examples of unpredictable life events', you would not need to include 'unpredictable life events' in your answer. Instead, you could just answer with something like 'bereavement' – this is much faster, and would still gain you 2 marks.

Additionally, you should avoid repetition via rewording. If you write a point relevant to the question, write it once! Repeating the same piece of information, even if worded differently, will not gain you extra marks. Even if you cannot think of something else to write for that question instead of repeating, it will still save some time – which could be spent on other answers too.

The best answers are those that are accurate but concise. In 'long-answer' questions, the appropriate level of depth is important for gaining the highest marks, but remember that quality is more important than quantity.

Depth

As highlighted above, answers that provide the appropriate level of depth are more likely to gain higher marks. Look at the number of marks available for the question, as well as the space provided for your answer – this will guide you about the appropriate level of detail to go into. For example, a question worth 6 marks requires more detail than a question worth 2 marks.

Ensure that what you are writing is specific and factual, rather than vague. For example, if the question is 'outline a physical effect of ageing', a vague answer such as 'your body gets weaker' is not sufficient. You should be more precise about which body parts get weaker. In what way does this have an effect on someone?

Depth is important, but do not provide an unnecessary level of detail if you do not think it is required. If a question does not require you to provide a definition of a key term – do not write a definition. Previous examinations have highlighted that 'short-answer' questions often require specific examples provided within the answer in order to obtain full marks. Carefully read the requirements before you start to plan or write.

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Linking Theory and Case Material

The exam questions will be accompanied by case study material, which gives context. Read this information carefully, as you will often need to make reference to this in your answer to the question correctly.

Many questions (particularly the 'long-answer' questions) will require you to demonstrate your understanding of relevant theories and models, and apply this information to the information given in the case material. Previous assessments have highlighted that this is something some students fail to do. If the question asks you to apply a theory to the case material, make sure you link the two. Between elements of the case material and key components of the theory. The mark will be limited if you explain only the theory without referencing the case material. Always make sure to practise this skill.

Command Words

The different command words you are likely to come across were detailed above. Always make sure you ensure that it is tailored to the requirements of the command word. This will help you to gain full marks, without providing irrelevant information that will waste your time.

Remember the importance of providing a balanced answer, where the command word is 'explain', 'analyse', 'evaluate' (and 'evaluate' questions). This is explained in more detail in the relevant section. It is worth highlighting here that one-sided answers will only receive a limited number of marks. To provide a balanced answer with other types of questions, to demonstrate the importance of a balanced answer. For instance, if a question asks you to 'explain two impacts of friendship on social development', you should provide a *positive* impact and one *negative* impact of friendship.

Health and Social Care Terms

You are also being assessed on your ability to use relevant, specialist terminology. Thorough revision on key terms covered in the specification for this course unit should ensure you are confident with the terms you are using. For example, terms such as 'self-image' and 'self-esteem' do not have exactly the same meaning – make sure you are clear on the difference. If you are unsure of their meaning: you want to include them only when they are appropriate.

When writing your answers, it can be helpful to use key terminology used in the question. For example, if the question concerns 'self-image', use this term in your answer. This shows you are actually answering the question, and, as long as it is used in the right context, will earn you higher marks.

Spelling, Punctuation, Grammar and Legibility

It can often be hard to think about these in the exam hall. However, proper spelling, punctuation and grammar help to keep your meaning clear. They also keep your sentences from getting too long and ensure your writing is readable.

While examiners are used to seeing all sorts of handwriting, it is good to try to keep your writing as clear as possible. You may not be able to mark your work fully if they are not clear. In the worst case, an examiner may refuse to mark your answer if it is too difficult to read. In the exam, slow down while writing, and check often that your letters are an appropriate size. Proofreading your answers before finishing can also help pick up on any words which are especially difficult to read.

Quality over quantity: writing skills are only important in that they help keep your answers clear and easy to read. You will not be awarded any marks for writing a really long paragraph, you are awarded based on your demonstration of your ability to answer the question correctly and apply evidence to support your answer. A clear and concise answer is better than a waffled answer stuffed with complex words that misses the point.

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Section 1: Interpreting the Case

Introduction

Most of the questions in your examination will be in reference to case study material with a few pieces of information about your cases, and then give you one or more questions. Following these, additional information may be provided, which you will need to answer questions.

This section will help you understand how to effectively analyse the case material and can use it to answer the questions appropriately and maximise the marks you gain.

Analysing the Case Study

In this part we will analyse information provided in a case study. Read through the material to understand how to analyse the case study information you are likely to come across.

Exam-style Case Study

Rebecca, 40, is married to Martin, 39, and they are both nurses.

Rebecca and Martin also have two children – Sarah, who is 13 years old, and Jacob, who is 10 years old.

Key people: There is information provided about their two children. You should expect questions about the life stage of each person, so pay attention to their ages.

Contextual information: The case material provides detail about Rebecca and Martin's occupation, that they both work in healthcare, and that their questions are likely to relate to their occupation.

You will then be asked questions about the information provided in this initial case study. For example, you may be asked to identify which life stage each person in the case study is in, or to explain which stage of Piaget's cognitive development applies to Sarah or Jacob.

When you have answered the questions relating to the first part of the case material, you are likely to be provided with further information about the family. Look at the analysis below to see an example.

Exam-style Case Study

Unfortunately, Martin suffers an injury at work and needs to take some time off. Rebecca is the sole provider for the family, and she works long hours to ensure that the family's needs are met.

Contextual information: The case material provides detail about Martin and Rebecca's occupation and circumstances. These details are relevant to the specification, which requires you to identify the life stage of each person in the case study.

Subsequent questions will ask you to relate your answers to the new information provided. You may be asked about the impact of life events, as Martin's injury represents a significant event for him and/or his family in multiple ways.

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Activity

This activity will give you the opportunity to practise analysing case studies, by highlighting the key information that it contains. Below is an example of the sort of case study information that you may encounter.

Read the material, and complete the following to help you analyse the information.

- Highlight each person's age, and note their life stage.
- Circle the names of key people in the case information.
- Underline other key terms, such as occupational, social or health information.

Exam-style Case Study

Ruth is 52, and is a lawyer. Her wife, Jane, is 47 and is a journalist. They have two children, aged 15 and 12 years old.

Ruth recently lost her mother to breast cancer. Her father, Geoffrey, has never lived with her and is struggling to cope with the new responsibilities. Ruth spends a lot of time with Geoffrey, providing him with emotional support.

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Section 2a: Command Word ‘Identify’

Introduction

This section will introduce you to ‘identify’ questions. These questions ask you to identify the reasons, causes or purposes relating to a particular thing or phenomenon. As with ‘which’ questions, ‘identify’ questions are typically quite short, and they are not asking you for explanation or evaluation. Giving too much information will waste valuable time in your exam, and you will not gain you any additional marks.

‘Identify’ questions are mainly testing AO1:

- AO1 – ‘Demonstrate knowledge of physical, intellectual, emotional and social development across the human life span, factors affecting human growth and development and effects of ageing’

You will usually be awarded one mark for each item the question asks you to identify.

Planning your Answer

Although ‘identify’ questions are quite straightforward, carefully planning your answer is essential. If you do not plan, you will make a mistake that costs you marks.

Planning Activity

This activity will help you learn how to plan an answer to an ‘identify’ question, which is useful if you are unsure of the right answers. Read the example question below:

Exam-style Case Study and Question

Kevin is 70. He retired from his job as a teacher several years ago and lives alone.

1. Identify **four** psychological changes someone may experience during late adulthood.

Complete the following tasks below:

- First, list all possible answers that you can think of.

.....

.....

.....

.....

.....

.....

.....

.....

- Now, take a ‘process of elimination’ to find the answers that are most likely to be correct. Cross out answers you are less sure about and highlight the ones you are sure about.
- For each possible answer, give a reason why you have eliminated it or chosen it.

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Marking your Answer

In this part, you will learn about marking your answers to 'identify' questions. Unmarked will allow you to fully understand the questions for your exam.

Marking Activity

Below are example questions, each with two attempts at providing an answer – a For this activity:

- Mark each answer attempt – which one is incorrect?
- For the incorrect answer, give an explanation as to why the answer is incorrect

Exam-style Case Study and Question

Yemi is 47 and works as a construction manager. She lives with her husband William. Lily is 14 and Thomas is 17.

2. Identify the life stage that Yemi is currently in.

Example answer A	Example answer B	Which is incorrect? Why?
Middle adulthood	Early adulthood	

Exam-style Case Study and Question

Lauren is 28 and has a newborn daughter called Amelia.

3. Identify the **four** stages of Piaget's theory of children's cognitive development through as she grows up.

Example answer A	Example answer B	Which is incorrect? Why?
Infancy	Sensorimotor	
Operational	Preoperational	
Sensorimotor	Operational	
Formal operational	Formal operational	

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Practice Questions: 'Identify'

You should now attempt to answer the practice questions below, using your skills in 'identify' questions. Read the following case material, which should be considered as background information.

Otto and Grace are both 43. They live in a small rural town, where Otto works as a farmer and Grace works as an animator.

1. Identify **two** physical effects of perimenopause that Grace could experience.

1.
2.

Otto and Grace have two children: Erika, who has just turned 13, and Leon, who is 5 years old.

2. Identify **three** physical changes that Erika will experience during puberty.

1.
2.
3.

Leon and his partner Anna, 21, have recently had a baby called Ellie, who is nine months old.

3. Identify **two** fine and **two** gross motor skills that Ellie should develop during the first year of her life.

1.
2.
3.
4.

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Section 2a Answers: 'Identify'

Activity answers

Planning:

Q1 – You could have listed any of the following psychological changes that could occur in adulthood:

- Changes to confidence
- Changes to self-esteem
- Role changes
- Loss of partner
- Loss of friends
- Increase in leisure time
- Financial concerns
- Effects of culture/religion

Marking:

Q2 – Example Answer B is incorrect. This is because it uses the age range for early adulthood (18–47) (middle adulthood).

Q3 – Example Answer A is incorrect. This is because 'infancy' is a life stage, not one of the stages of development.

Practice questions

Question number	Answer
1	<p>Award 1 mark for each correct identification of a physical effect of menopause, up to a maximum of 2 marks. Here are possible answers, which show where marks could be awarded:</p> <ul style="list-style-type: none">• Hot flushes (1)• Night sweats (1)• Vaginal dryness (1)• Loss of libido (1)• Irregular periods (1)• Breast tenderness (1)• Tiredness / sleeping difficulties (1)• Needing to pass urine more frequently / urine leakage (1) <p>Accept suitable alternatives.</p>

Question number	Answer
2	<p>Award 1 mark for each correct identification of a physical change or experience during puberty, up to a maximum of 3 marks. Here are possible answers, which show where marks could be awarded:</p> <ul style="list-style-type: none">• Beginning ovulation (1)• Beginning menstruation (1)• Widening of hips (1)• Lengthening of vaginal canal (1)• Development of breasts (1)• Growth of pubic hair (1) <p>Accept suitable alternatives.</p>

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Question number	Answer
3	<p>Award 1 mark for each correct identification of a <i>fine</i> motor skill that develop during infancy, up to a maximum of 2 marks.</p> <p>Award 1 mark for each correct identification of a <i>gross</i> motor skill that develop during infancy, up to a maximum of 2 marks.</p> <p>Here are examples of possible answers, which show you where marks are awarded:</p> <p><i>Fine motor skills:</i></p> <ul style="list-style-type: none"> • Picking up toys / small objects (1) • Building a tower from blocks (1) • Holding objects with finger and thumb (1) • Drawing lines/circles (1) • Putting toys down (1) <p><i>Gross motor skills:</i></p> <ul style="list-style-type: none"> • Sitting up (1) • Standing (1) • Cruising (1) • Walking (1) • Throwing balls (1) • Climbing on furniture (1) <p>Accept suitable alternatives.</p>

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Section 2b: Short-answer Questions Interpretation

Introduction

This section will show you how to approach questions that ask you to interpret data in the form of graphs and charts, which will contain information about health and well-being of groups of people. For example, you may see a chart on cancer rates across different age groups.

In data interpretation questions, you are likely to come across the command word 'interpret'. This means you will need to use the information that the question is asking for. As such, there is no need to provide a long answer. It is more important to be brief, yet accurate and precise. This will help you to be more efficient and that you can give more time to longer answer questions.

In terms of AO2, these questions are mainly testing AO2:

- AO2 – demonstrate understanding of physical, intellectual, emotional and social development, human lifespan, factors affecting human growth and development and effects of environment.

The number of marks available for the question will provide clues as to the number of points you need to make. However, most data interpretation questions are looking for a single, factual answer.

Analysing the Question

In this part we will analyse the question type, and help you to understand the different types of data interpretation questions you could experience in your exam. First, we'll give you a list of common ways of presenting data.

Bar chart: Represents data as vertical or horizontal **columns** and is a good way of **comparing groups of data**, e.g. the average body mass index (BMI) of different age groups. The **x-axis** represents the groups that the data has been collected from (e.g. age groups) while the **y-axis** represents the type of data collected (e.g. the average BMI score). Bar charts show differences between groups – when the bars are very close together, this shows there is only a very small difference between groups.

Line graph: Represents data as lines between each data point and is a good way of **comparing groups and analysing how something changes over a period of time**, e.g. the percentage of people who smoke each year. The x-axis usually represents the time period (e.g. the years 2001–2010) while the y-axis represents the type of data collected (e.g. the percentage of people smoking).

Pie chart: Represents data as a circle that is broken into its appropriate parts and is a good way of expressing **data as a percentage**, e.g. the percentage of deaths at a hospital due to different causes (the proportion of people that died from cancer, heart problems etc.). Pie charts don't have axes but require a **key** to understand which part of the chart represents which group.

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Table: A versatile method for organising data, which uses rows and columns. This data across groups, but is most useful to compare only a limited amount of numerical information. More complex information can usually be presented more effectively as a graph. A type of information across a limited number of groups could be presented using a table. For example, the average amount of time spent exercising each day by different age groups. Look at an example of how this (fictional) data could be presented:

	Age groups		
	Under 21 years old	21–30 years old	31–40 years old
Average minutes spent exercising per day	42	36	30

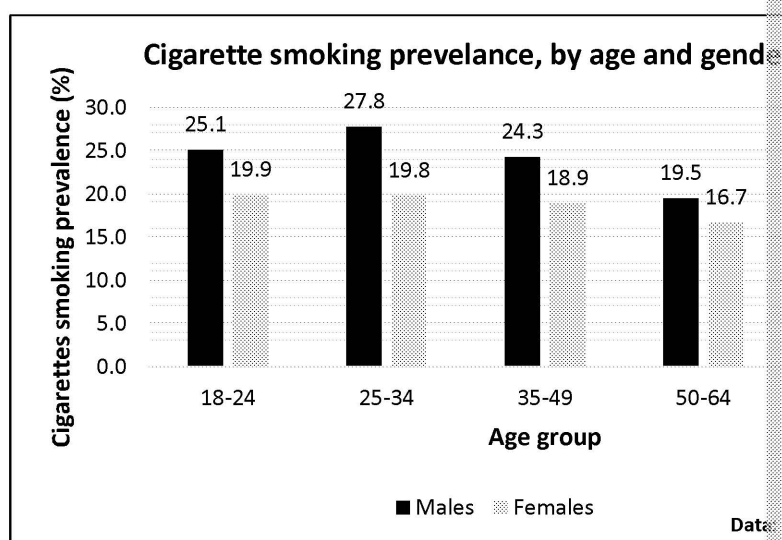
Note that no planning is necessary for answering data interpretation questions; in fact, you should analyse the questions first.

Analysis Activity

This activity will help you to practise your skills at analysing data interpretation of material. Then look at the chart and the associated question below.

Exam-style Case Study

Tony is 38, and he works as a researcher. He is a heavy smoker, having started when he was 18.



Considering information relating to *age group*, *gender*, and *smoking prevalence* would be useful. For this activity, you should show where information relating to each of these is shown in the chart.

Now that you are clear on the location of different types of information on the chart, answer the question below.

Exam-style Question

- At which age are the smoking rates of males and females most similar?

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Now, read the case material overleaf. This time, the graph underneath is in a different format, a 'line graph'. There is also an exam-style question below the graph.

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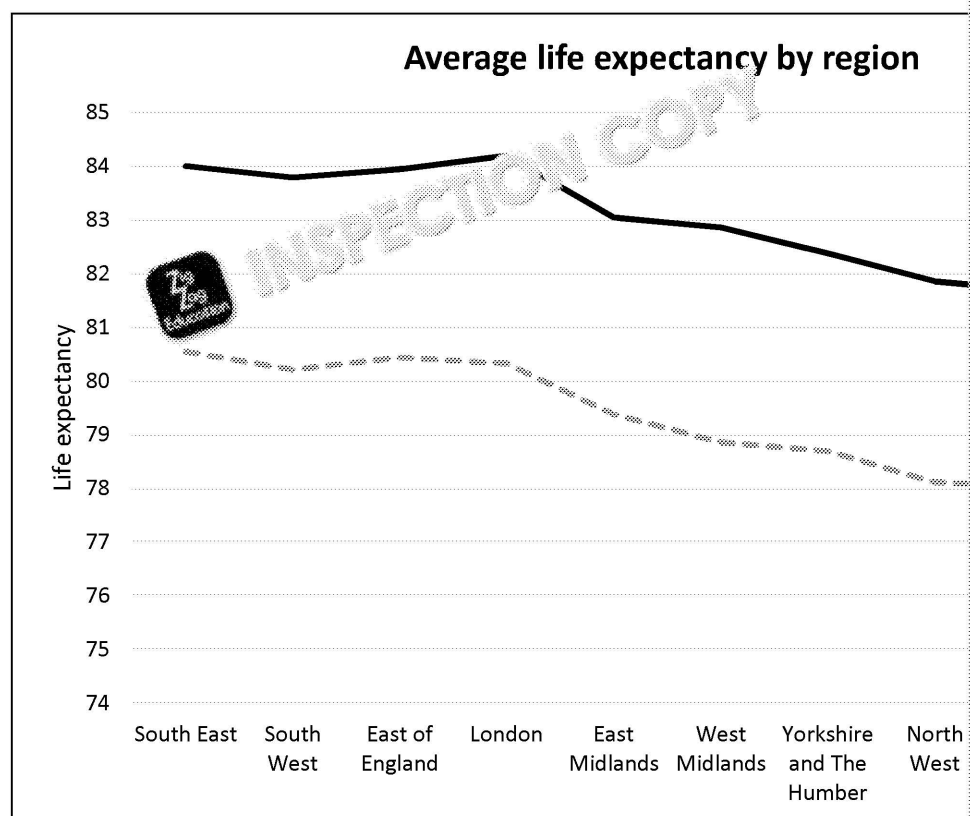


Analysis Activities (continued)

Exam-style Case Study

Jim, 50, lives in an area of the country that is socio-economically deprived.

The graph below contains information about the average life expectancy for men in different areas of the country.



Exam-style Question

2. In which region is average life expectancy highest for women?

To show that you understand where the different information that you will need to find from, annotate the following:

- The line that represents *female* life expectancy
- The line that represents *male* life expectancy
- The axis that contains data about the different regions
- The axis that contains data about life expectancy

Exam tip
Make sure you know where the information appears before you start.

Use this information to answer the question.

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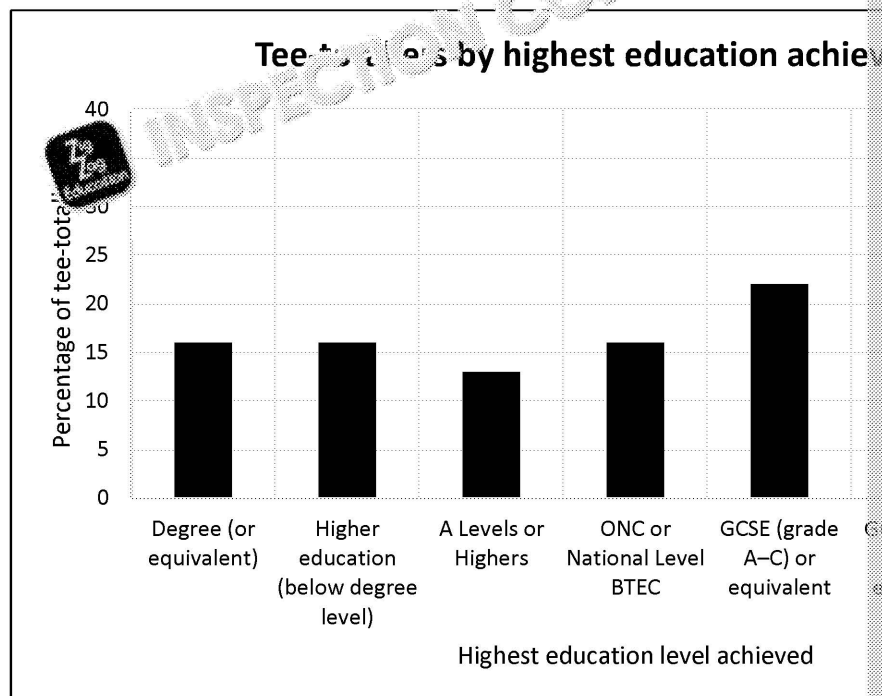
Analysis Activities (continued)

Charts and graphs can also be used to represent data in the form of percentages. Carefully inspect the graph below. As before, an exam-style question also appears.

Exam-style Case Study

Susan is 62, and works as an administrator. She drinks several glasses of wine a day but wants to give up drinking.

Being 'teetotal' means to abstain from alcohol entirely. The chart below contains the percentage of people who are teetotal, according to the highest level of education achieved.



Exam-style Question

- Approximately what percentage of people with no formal qualifications are teetotal?

The percentage values are contained along the left-hand side of the chart, and are in increments (i.e. 5%, 10%, 15%, etc.). You can use these values to estimate the percentage of people in each group that are teetotal. Read along from the top of each bar to its approximate percentage on the left-hand side.

For this analysis activity, find the percentage of teetotalers in all groups – and write down your ideas. The percentage for the 'A Levels or Highers' group has been done for you, as an example.

Now, use your ideas to answer the exam-style question above.

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Marking your Answer

This section will give you an overview of how 'data interpretation' questions are marked. Data interpretation questions look something like the table below (*note* – this table is not a mark scheme or practice answers, and is provided for illustration only).

Question number	Answer
1	<p>Award 1 mark for correctly identifying the following answers, to a maximum of 2 marks:</p> <p>a) The 18–24 age group b) The 65+ age group</p> <p><i>Note:</i> If your answer used an alternative wording, you would still receive the mark as long as you provided the correct information.</p>

The mark schemes for data interpretations are quite brief, as there is only one correct answer. However, if alternative wording is accepted, the correct answer must be marked correctly. Use the exact wording and information from the data found in the question. The answer is as clear as possible.

Marking Activity

This activity will help you practise your skills relating to data interpretation questions. Use the same graph from p. 19 about smoking prevalence in different age and gender groups.

In this activity, the answer provided to the question is incorrect. You should provide an alternative answer. The student could have come up with the incorrect answer, and instead provide the correct answer. Some other suggestions about how the student could have improved the way they answered the question.

Exam-style Question and Answer

4. At which age do men smoke the most?

Men smoke the most between the ages of 18 and 24.

The student could have come up with an incorrect answer because...

.....

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The correct answer is...

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The student could have also improved their answer by...

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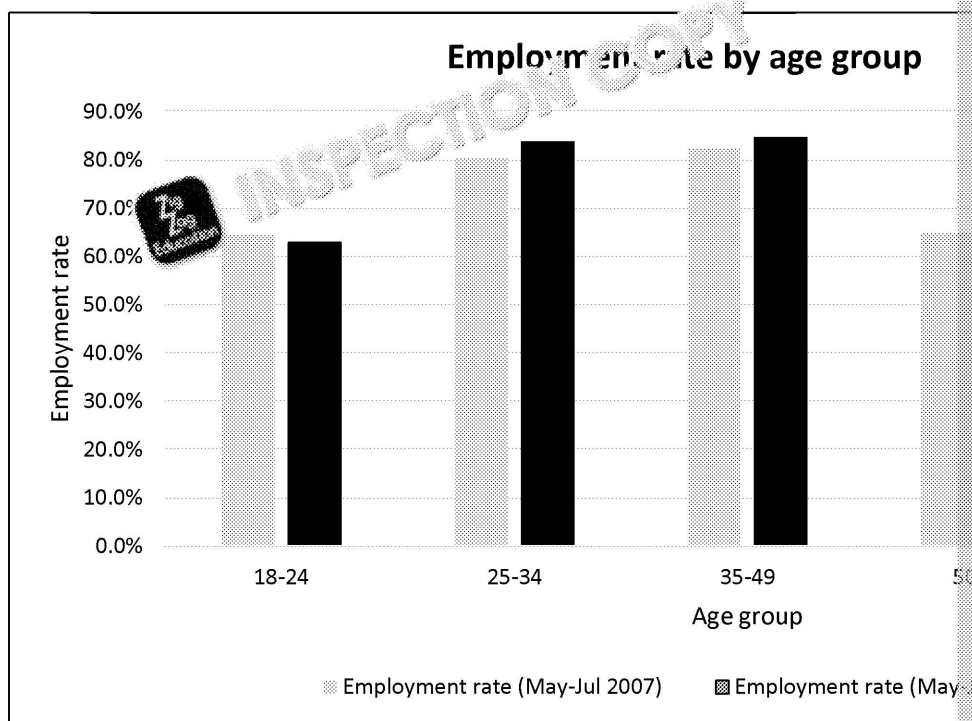


Practice Questions: 'Data Interpretation'

You should now attempt to answer the practice questions below, using the skills you have learned through the section above.

James, 18, has just started his first job, at his local post office.

The chart below contains data about employment rates for different age groups in May–July 2007 and May–July 2017.



1. a) For which age group was the employment rate higher in 2007?

.....

- b) Which age group has the lowest employment rate in 2007 **and** in 2017?

.....

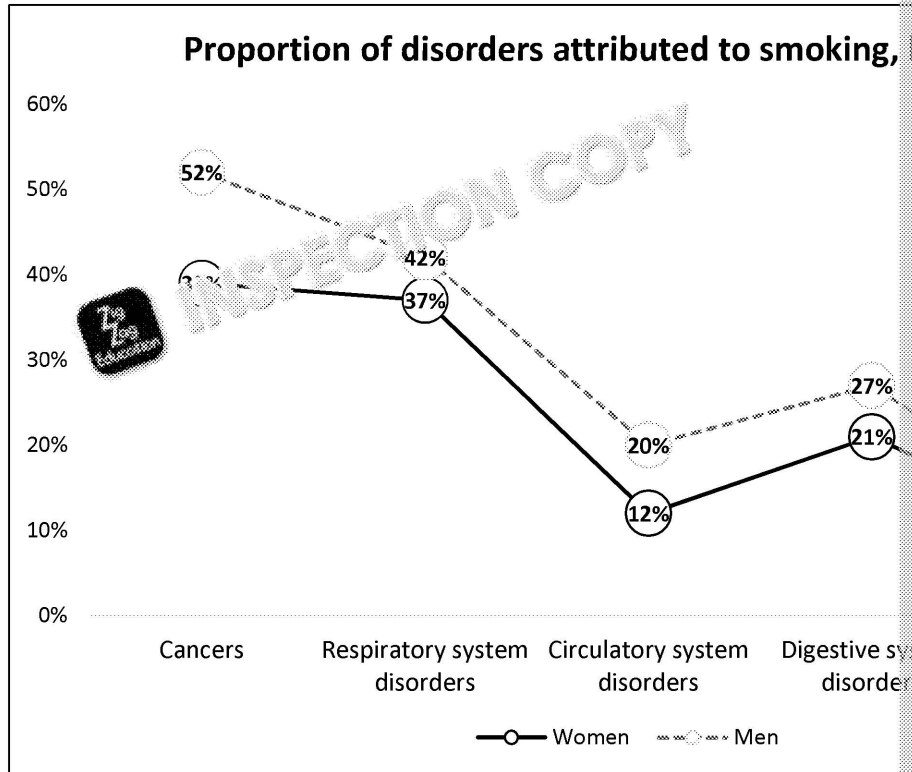
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Janet, 46, is a heavy smoker. However, she is concerned about the potential impact of smoking on her health and would like to give up.

The chart below contains data about the percentage of diseases which are linked to smoking. The data concerns both men and women aged 35 and over, and covers four different groups of diseases.



2. a) Which group of disorders is most commonly attributed to smoking, for both men and women?

.....

- b) What percentage of circulatory system disorders are attributed to smoking for men?

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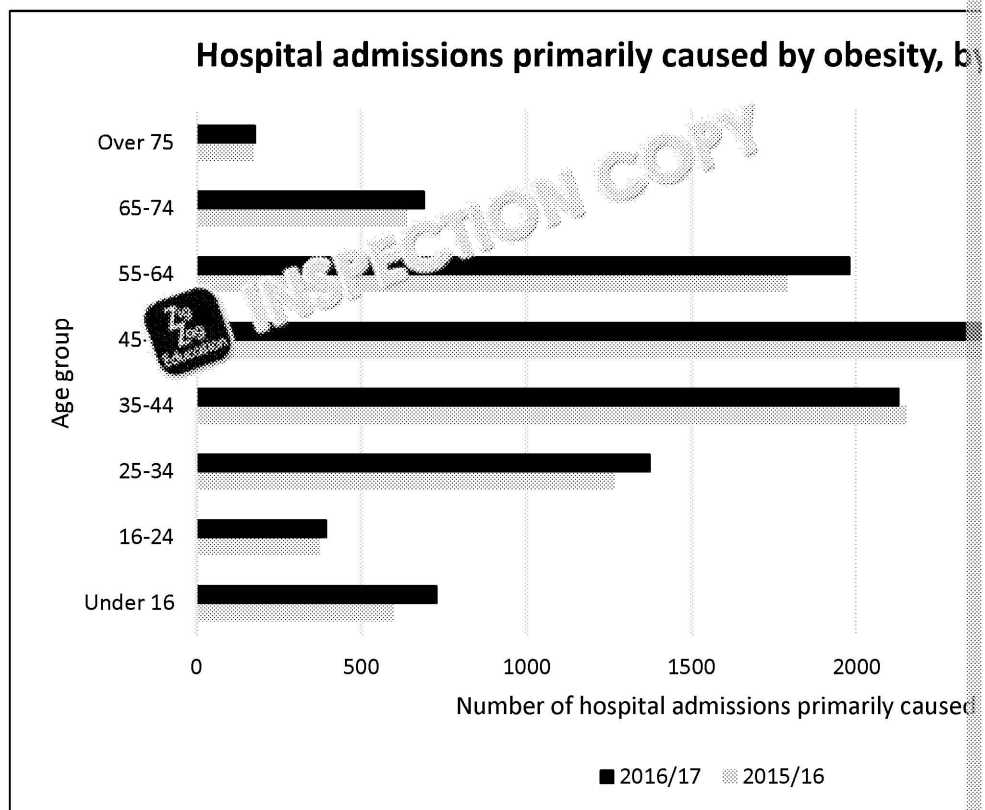
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Arnold, 33, is obese, and has been overweight for much of his life. He is worried about his weight on his well-being, and his increased risk of developing serious health problems.

The chart below contains data about the number of hospital admissions which were primarily caused by obesity in a given year, for different age groups. The chart contains data relating to the years 2015/16 and 2016/17.



3. a) For which age group did hospital admissions primarily caused by obesity increase the most between 2015/16 and 2016/17?

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- b) Which age group has the lowest number of hospital admissions primarily caused by obesity in 2016/17?

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Section 2b Answers: 'Data Interpretation'

Activity answers

Analysing the question:

- Bar graph:** 65+ (the bars appear the closest together for this age group, showing more similar than for other groups)
- Line graph:** London (the line representing females is at its highest for London average life expectancy)
- Bar graph:** 34% (the bar falls just under the 35% mark. 33% may also be accepted than 30%.)

Marking:

- The student could have come up with the correct answer because:* they may have answered using data about women rather than men (women's smoking rates are higher than men's) and 25–34 age group.
The correct answer is 25–34 years old.
The student could have also improved their answer by: Not repeating the question (most between the ages of') in their answer. That will help to save valuable time.

Practice Questions

Question number	Answer
1	<p>a) Award 1 mark for correctly identifying the 18–24 age group.</p> <p>b) Award 1 mark for correctly identifying the 65+ age group.</p> <p><i>Note:</i> If your answer used an alternative wording, you would still be awarded the mark as long as you had correctly identified the 18–24 age group and the 65+ age group.</p>

Question number	Answer
2	<p>a) Award 1 mark for correctly identifying that cancers is the group most commonly attributed to smoking.</p> <p>b) Award 1 mark for correctly identifying that 12% of circulatory disorders are attributed to smoking in women.</p> <p>As above, if your answer used an alternative wording, you would still be awarded the mark as long as you provided the correct information.</p>

Question number	Answer
3	<p>a) Award 1 mark for correctly identifying 35–44 as the age group where the number of hospital admissions primarily caused by obesity decreased from 2016/17.</p> <p>b) Award 1 mark for correctly identifying the over 75s as the group with the lowest number of hospital admissions primarily caused by obesity.</p> <p>As above, if your answer used an alternative wording, you would still be awarded the mark as long as you provided the correct information.</p>

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Section 2c: Short-answer Questions and 'Outline'

Introduction

This section will introduce you to 'describe' and 'outline' questions. 'Describe' questions ask you to provide a clear, factual and objective account of something's features. Your account should cover its key aspects or components.

'Outline' questions also ask you to provide an account of something's main characteristics. For 'outline' questions, this account should provide an overview or summary of the topic, rather than its key aspects (as in a 'describe' question).

'Describe' questions are mainly assessed using AO1 and AO2; 'outline' questions are mainly assessed using AO1.

- AO1 – 'Demonstrate knowledge of physical, intellectual, emotional and social human development, and factors affecting human growth and development and effects on human lifespan'
- AO2 – 'Demonstrate understanding of physical, intellectual, emotional and social human development, and factors affecting human growth and development and effects on human lifespan'

For 'describe' and 'outline' questions marks are often split, with an equal amount requested. For instance, if the question asks you to outline **two** factors, the question is worth **4** marks. However, in some instances, the question will ask you to describe or outline a topic and the number of marks available will give you a clue about how much information to provide. For instance, a question worth 6 marks will require a fuller overview of a topic than a 'describe' question worth 2 marks.

Please also be aware that the command word 'to what extent' may also be used in questions, although it is more commonly used as a long-answer question (see Section 3). In questions, 'to what extent' usually asks you to answer questions in a similar way to 'describe' and 'outline'.

Analysing the Question

In this part we will analyse the question types. Read through the following analysis to see the type of questions you will experience in your exam.

Exam-style Case Study and Question

Maria is 17, and is nearing the end of her further education.

1. Describe **two** predictable life events that could positively impact Maria's development.

Number: The question asks you to describe **two** life events. This is always in bold to make the question's requirements clear.

Keywords: Pay attention to the question asks for *predictable* development. You will lose marks for unpredictable events or negative impacts.

Marks available: You should be awarded 2 marks for each predictable life event. Of these marks, one will be for identifying the event, and the other for describing its potential impact on Maria's development.

Exam tips!

'Describe' and 'outline' questions are asking for factual accounts – cover the key details needed, but do not write a long, discussion-style answer.



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Exam-style Case Study and Question

Maria has a little brother, Arthur, who is nearly three years old.

2. Outline **two** functions for Arthur of engaging in parallel play.

Keywords: The question refers to *parallel play* – be sure that the function you outline is applicable to this type of play.

Keywords: You understand the question and your answer, etc.

Analysis Activity

This activity will help you learn how to analyse 'describe' questions. Read the question and underline the keywords.

Exam-style Case Study and Question

Maria and Arthur live in a heavily built-up inner city area with lots of traffic on the roads.

3. Describe **two** effects of pollution exposure on development.

Now look at the number of marks available – how would you divide the marks in the question?

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Planning your Answer

Planning your answer to a 'describe' or 'outline' question is fairly straightforward. If you are sure about what it is asking you to cover, it can be helpful to plan what you are going to cover – particularly if the question is asking you to cover two or more points. Also quickly note any key terms or words that you would need to include in your answer.

Sometimes, you will need to choose from a range of topics. For instance, pollution, climate change, economic development, but the question only asks you to describe **two**. If there are lots of options, a 'process of elimination' can help. Quickly list the various topics you *could* write about, then eliminate the ones you feel less sure about, until you've got the topics you feel most confident to write about. This increases your chances of you providing a sufficiently detailed answer that will receive full marks.

Planning Activity

Using the same question about pollution exposure above, this activity will help you to plan your answer. To start off planning your answer, list as many relevant key terms or words that relate to pollution exposure's effect on development:

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Review your list – which key terms are essential to include in your answer, and which are not? Which effects do you feel most confident in writing about? Highlight these.

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Marking your Answer

In this part, you will learn about marking your answers to 'describe' and 'outline' questions. These answers, when marked, will allow you to fully understand the best way to answer these questions. When you are asked to outline or describe a given number of factors, marks are typically awarded for each factor identified (one mark given for each), and then for the appropriate expansion (one mark given for each).

We will again use the example question about pollution exposure to demonstrate how to mark an answer.

Exam-style Answer

3. Marks are awarded as follows: 1 mark for each identified factor/effect; 1 mark for each expansion.

Pollution exposure can affect development by causing respiratory disorders of toxins such as nitrogen dioxide can lead to inflammation of the airways for Maria and Arthur (1).

Pollution exposure can also affect development by raising the risk of developmental problems (1). For example, exposure to pollutants can raise blood pressure that Maria and Arthur could later develop conditions such as coronary heart disease.

Factors identified: 1 mark is awarded for identifying each of the two effects of pollution exposure.

Expansion: 1 mark is provided for each of the two explanations given. The identified developmental problems have also been expanded upon in the material provided.

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Marking Activity

This activity will help you to understand how marks are awarded for exam-style questions. An example question and answer given below.

Exam-style Case Study and Question

Isabelle, 14, has just moved to a new secondary school. Unfortunately, she is being bullied.

4. Outline **two** impacts of bullying on emotional development.

Exam-style Answer

Bullying can affect social development by affecting self-esteem. This is because comments from bullies may be intended to hurt, which could affect Isabelle's self-confidence about her appearance.

Bullying can affect intellectual development by reducing attendance at school. If Isabelle tries to avoid the bullies by not attending, this means she will miss out on her learning and be behind.

Now, provide a mark for this answer and give your reasoning. Consider what was asked in the question and whether it has accurately answered the question.

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How could you improve the answer?

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Practice Questions: 'Describe' and 'Outline'

You should now attempt to answer the practice questions below, using your skills 'describe' and 'outline' questions. Read the following case material, which should answer the questions.

Marta, 60, works as a counsellor. Her husband, Myron, 65, has recently retired consultant.

1. Describe **three** physical changes that Marta may experience as she ages.

1.
2.
3.

2. Outline **two** effects that Myron's recent role change could have on his development.

1.
2.

3. Describe social disengagement theory and how this could affect Myron's development.

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Section 2c Answers: 'Describe' and 'Outline'

Activity answers

Analysing the question:

Q3 – 2 marks would be awarded in this answer for correctly identifying two effects of development (e.g. allergies, cardiovascular problems, respiratory problems). 2 further marks would be awarded for correctly expanding on each of these points. This could involve explaining how exposure to pollution problems / respiratory problems could interfere with development (e.g. having to have surgery).

Planning:

Q3 – Relevant key terms your list could include (not an exhaustive list):

- Allergies
- Respiratory problems
- Cardiovascular problems
- Blood pressure
- Toxins
- Chemicals
- Inhalation
- Chronic illness
- Air pollution
- Vehicle emissions

The terms that are particularly essential to include in your answer are those that relate to pollution exposure on development – for example, the specific types of health problems (e.g. allergies, respiratory problems, cardiovascular problems).

Marking:

Q4 – This answer is likely to be given 2 marks. This is because the first part accurately identifies the impact of bullying on emotional development for 1 mark (i.e. self-esteem), and then also provides a further point for that point for another mark.

However, the second part of the answer has not accurately met the requirements of the question. The answer mistakenly covers *intellectual* rather than *emotional* development. Therefore, only 1 mark would be awarded the further 2 marks available.

This answer could be improved by outlining a second impact of bullying on emotional development, such as an increased risk of mental health problems (e.g. self-harm, suicidal feelings). Identifying a second point for 1 mark, and providing an appropriate expansion would gain a second mark.

Practice questions

Question number	Answer
1	<p>Award 3 marks for precise point (identification of physical changes) and 2 marks for an expansion linked to Marta's case material. Maximum 3 marks for examples of the kind of content you could include in the answer, where marks could be awarded:</p> <ul style="list-style-type: none"> • Marta may develop osteoarthritis, due to the thinning of the cartilage in her joints as she ages (1). This could cause pain, inflammation and stiffness, affecting her mobility (1). • Marta may experience a decline in her sensory abilities, such as eyesight (1). For example, the cells in her ear may reduce in number, which will affect her ability to communicate with others and engage in social activities (1). • Marta is also at an increased risk of cardiovascular disease (1). For example, if Marta has a stroke, which could affect her cognitive abilities, as the stroke causes brain damage (1). • Marta is also at greater risk of developing dementia (1). This could lead to problems with her memory and communication, which would affect her ability to work as a counsellor (1).

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Question number	Answer
	<ul style="list-style-type: none"> Marta's body may become less able to efficiently absorb nutrients. She may need to take supplements to reduce her risk of becoming malnourished (1). Marta may experience degeneration of nervous tissue (1). This could mean that her information processing speed could be reduced or cell repair could be slower (1). <p>Accept suitable alternatives and expansions.</p>

Question number	Answer
2	<p>Award 2 marks for precise point (identification of effects of role of retirement). Award 2 further marks for an expansion linked to Myron's case material. Maximum 4 marks. For example:</p> <ul style="list-style-type: none"> Myron's retirement will give him an increase in leisure time. This will give him the opportunity to learn new skills that will promote his personal development OR spend more time with friends and family, which will promote his emotional development (1). However, no longer being employed could negatively impact his self-esteem. If his job was a significant part of his identity, Myron may feel a loss and may become depressed (1). <p>Accept suitable alternatives and expansions.</p>

Further commentary/guidance: As the question does not specify whether positive or negative effects are provided, one of each has been given for balance.

Question number	Answer
3	<p>Provide a short but accurate overview of social disengagement theory. Award 2 marks for describing key elements of the theory, and 2 further marks for an expansion linked to Myron. Maximum 4 marks. For example:</p> <ul style="list-style-type: none"> It suggests that old people naturally begin to withdraw from social contact as an inevitable consequence of ageing (1). Older people become less interested in social norms as they age, and become less interested in social interaction (1). This could mean that Myron does not take up any new recreational activities during his retirement (1). Myron may become isolated and depressed, leading to a vicious cycle of withdrawal (1). <p>Accept suitable alternatives and expansions.</p>

Further commentary/guidance: Information from the question stem (i.e. 'social disengagement theory') is repeated in the answer to save time.

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Section 2d: Short-answer Questions 'Discuss'

Introduction

This section will introduce you to 'explain' and 'discuss' questions. Both types of question require you to show the process of your reasoning, and demonstrate clearly how you have arrived at a particular conclusion on a given topic.

'Explain' questions are about demonstrating your reasoning. They involve providing a clear and logical explanation of the origins, causes and/or purposes of the phenomenon or topic. 'Explain' questions also require you to demonstrate a deeper level of understanding of the topic, and show that you are able to apply this understanding to the question.

'Discuss' questions also involve providing a clear and logical explanation of the origins, causes and/or purposes of the phenomenon or topic. In your answer, you may need to demonstrate how the topic relates to other topics, and the extent of their relevance.

'Discuss' questions test AO1, AO2 and AO4; 'explain' questions are mainly testing AO1 and AO2.

- AO1 – 'Demonstrate knowledge of physical, intellectual, emotional and social development, human lifespan, factors affecting human growth and development and effects of ageing'
- AO2 – 'Demonstrate understanding of physical, intellectual, emotional and social development, human lifespan, factors affecting human growth and development and effects of ageing'
- AO4 – 'Make connections between theories/models in relation to human development, human growth and development and effects of ageing'

There are usually either 4 or 6 marks available for 'explain' and 'discuss' questions.

Note that some 'discussion' questions are worth 10–12 marks – how to answer these is covered in the next section.

Analysing the Question

In this part we will analyse 'explain' and 'discuss' questions. A key part of analysing these types of question involves working out how to structure your answer in such a way that all necessary elements of the question have been answered, without providing unnecessary levels of detail for a short-answer question.

Exam tips!

Avoid repeating the same point in your answer. For example, if you are asked to explain **two** impacts of a theory, you should explain **two** different examples of impacts.

You could start by looking at the number of marks available. For example, if a 4-mark question asks you to 'explain two effects', you know there are 2 marks available for each effect that you need to provide. You should also be clear on the more specific requirements of the question, such as:

- Is this question asking me to consider a specific aspect of development (i.e. physical, intellectual, emotional or social)?
- Is this question asking me to cover positive or negative effects/impacts, or is it asking for both?
- Has the question made reference to an individual's case material? Whose?

The following analysis activity is provided to help you understand these types of question.

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Analysis Activity

For this analysis activity, you should read the following example questions (with a and annotate their important elements. For example, you should consider key to and any other information in the question that will affect how it should be answer

Exam-style Case Study and Question

John, 35, has recently lost his job as a receptionist. With a sudden loss of salary, he

1. Explain **two** ways that a low income level can negatively impact on John's de

Exam-style Case Study and Question

The loss of his job came as a shock to John, as he was not expecting it.

2. Discuss the impact that unpredictable life events can have on development.

Planning your Answer

Planning your answer effectively to 'explain' and 'discuss' questions makes it much more likely that you will be awarded maximum marks. As the questions can include quite a lot of information to consider, planning can help you organise this information to ensure that nothing is wasted and no time is wasted giving irrelevant information!

A good plan for an answer should include:

- Key points you need to make to answer the question
- Appropriate examples and evidence (which can be used to expand key points)
- Relevant terminology or references

You will notice that these planning points to consider have similarities with both the assessment outcomes and the levelled mark schemes (p. 68), so planning answers to make sure these points are met to ensure the mark schemes are met.

Assessment outcomes	Levelled mark scheme (Total marks)
AO1 – Demonstrate knowledge	<ul style="list-style-type: none"> • Accurate knowledge and understanding of the topic. • Demonstrates use of specialist terminology.
AO2 – Demonstrate understanding	<ul style="list-style-type: none"> • Sufficient evidence of application of knowledge to a balanced evaluation.
AO3 – Analyse and evaluate information	<ul style="list-style-type: none"> • Clear conclusion, developed from consistent evidence and support.
AO4 – Make connections between theories/n	<ul style="list-style-type: none"> • Demonstrates clarity and reasoning.

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Planning Activity

For this activity, we will use example Question 2 above about unpredictable life events. You will use your answer to the question by completing the following tasks.

First, use this table to fill in brief details of each of the three key points (it's a 6-mark question, so you should cover in your answer. Think about how you could expand each key point, and what terms or references you'd need to include.

Key point	Expansion	

Next, identify the order in which you could address these points – organise them in your answer above with numbers (i.e. ❶ next to the point you will make first, etc.).

Now, indicate where you think you will be awarded each of the 6 marks available – mark your answer above where you think each element of your plan would earn you a mark.

Marking your Answer

This section will show you how 'explain' and 'discuss' answers are typically marked in your exam. Marks will be awarded for accurately identifying the key information required by the question (e.g. the effects or impacts of particular life events). Further marks awarded for providing appropriate expansions of these points, related to the question.

As an illustration, an example question and an accompanying mark scheme are provided below.

Exam-style Case Study and Question

Natasha is 17, and is preparing to leave school later this year.

3. Discuss how leaving school could positively influence Natasha's social development.

Question number	Answer
3	<p>2 marks will be awarded for accurately identifying positive effects of leaving school on social development. A further 2 marks will be awarded for appropriate expansion on these effects, relevant to the case material. For example:</p> <ul style="list-style-type: none"> Natasha's independence could be increased (1). Moving on to work or further education could help her learn new skills as she progresses into adulthood (1). Natasha could meet new friends as part of the new opportunities involved in (1). This could improve her confidence in meeting new people and widen her social circle (1). <p>Accept suitable alternatives and expansions.</p>

Completing the marking activity below will also further your understanding of how answers are marked.

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Marking Activity

This activity will involve looking at a sample answer for the 'explain' question used in the exam. This activity will help you to see how marks will be awarded for questions such as these in the exam. The question is repeated below for reference.

Exam-style Case Study and Question

John, 35, has recently lost his job as a receptionist. With a sudden loss of salary, he is struggling to meet his needs.

1. Explain **two** ways that a low income level can negatively impact on John's development.

Here is a model answer to the question.

Exam-style Answer

John's physical development could be affected as he may be less able to afford to increase his income, leading to becoming overweight and developing conditions such as cancer.

John's emotional development could be affected by the impact on his self-image, as he may not be able to afford the activities he did previously, which could negatively affect the way he feels about himself.

For this activity, you should imagine you are an examiner and write an 'examiner's feedback' (you should explain how the response has successfully answered the question, in terms of assessment objectives) and indicate where each mark is awarded.

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Here is an example of the kind of examiner commentary that could be given to the answer above.

Examiner commentary

The answer correctly identifies two negative impacts of a low income, for which 2 marks each of these impacts, an appropriate expansion has also been provided, which gives a total of 4 marks will be awarded for this answer.

Additional notes: The answer covers the impacts on two different areas of development, showing a variety. Terminology from the specification is also used accurately; for example, 'self-image' is also linked to 'emotional development' as required.

Is this example of examiner commentary similar or different to your attempt? In what way?

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Practice Questions: 'Explain' and 'Discuss'

You should now attempt to answer the practice questions below, using your skills 'explain' and 'discuss' questions. Be sure to read the case material attached to the material when planning your answer.

Eve is 32 and has two children. Josie is 12, and Lewis is three. Lewis has recently started preschool, which he has been really enjoying.

1. Explain **two** ways that play could positively support Lewis's social development.

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Josie attends the local secondary school and has a group of three close friends with.

2. Discuss how Josie's friendships could positively influence her development.

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Max, 25, and Rosie, 24, have recently had a baby, Mia. Rosie has been struggling and has found it difficult to bond with the baby.

3. Discuss the potential effects of attachment to caregivers on Mia's emotional

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Max has been off on paternity leave, but has recently returned to his job in manufacturing. He is worried that he may be made redundant and become unemployed in the near future.

4. Discuss **three** possible effects of employment status on Max's development.

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Max and Rosie also have an older son, Edgar. He is five and recently started primary school. His teacher from his teachers says that he shows good behaviour and is progressing well.

5. Using information from the case study above, explain **two** examples of how Edgar's behaviour is influenced by his environment.

1.
2.

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Section 2d Answers: 'Explain' and 'Discuss'

Activity answers

Analysing the question:

Q1 – Elements of the question that are likely to be annotated are:

- Key topics – 'income level' and 'development'
- Command words – 'explain'
- Other important information – the need to cover *two* ways that development has *negative* impacts on development; 4 marks available.

Q2 – Elements of the question that are likely to be annotated are:

- Key topics – 'life events' and 'development'
- Command words – 'discuss'
- Other important information – the focus on *unpredictable* life events; 6 marks available.

Planning:

Q2 – The table should be filled in as follows, to plan key elements of an answer to the question. The first point is illustrative – there are many unpredictable life events that influence development, such as the loss of a job, as it is relevant to the case material provided.

The numbers illustrate the order these points could be covered in an answer, and the marks that could be awarded.

Key point	Expansion	Mark
③ Job loss – negative impact on emotional development via impact on confidence ✓	Self-concept could be affected ✓	Self-concept
② Job loss – positive impact on intellectual development if finding a new job in a different field ✓	Opportunity to learn new skills/knowledge via training ✓	N/A
① Job loss – negative impact on physical development due to increased stress ✓	Raised blood pressure, risk of heart problems, risk of poor sleep ✓	Stress, cardiovascular

Marking:

Q1 – See the example 'examiner's commentary' provided after the marking activity. The examiner's commentary typically appears.

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Practice questions

Question number	Answer
1	<p>1 mark is awarded for each positive impact identified (up to a maximum of 2), up to a maximum of 4 marks in total. For example:</p> <ul style="list-style-type: none"> Engaging in play with other children could help Lewis to build skills to following the rules of games (1). For example, he could learn of sharing and taking turns when working together towards a goal. Playing with other children also gives Lewis the opportunity to learn by engaging socially with other children (1). Spending time with them will help Lewis understand how to communicate and respond to other people's needs (1). Play could also help Lewis to build his communication skills (1). Playing with other children or adults could help to expand his vocabulary and improve his grammar (1). <p>Accept suitable alternatives and expansions.</p>

Further commentary/guidance: You would not obtain marks for answers relating to areas of development. For example, if you explained play's positive impact on intellectual development (e.g. following rules) or physical development (e.g. play provides children with opportunities for exercise) you would not be awarded marks as the question asks for the impact of play on social development.

Question number	Answer
2	<p>1 mark is awarded for each positive influence of friendship identified (up to a maximum of 3), and 1 mark is awarded for each appropriate expansion related to Josie (up to a total maximum of 6 marks).</p> <p>For example:</p> <ul style="list-style-type: none"> Peer pressure from her friends could positively influence Josie's academic development (1). For instance, her friends could encourage her to study hard at school and obtain better grades, which positively supports her academic attainment (1). Peer pressure could positively influence Josie's physical development (1). Her friends could encourage her to engage in exercise or to avoid bad habits, for example (1). Josie's friends could also support her emotional well-being by providing her with praise and encouragement (1). This could help to boost her self-confidence (1). Friendships can also help people to cope with difficult events (1). Supportive friends could promote Josie's emotional development by encouraging her to come up with ways to cope with her problems, and her friends being there to listen to her (1). Having friends also helps people to avoid social isolation (1). Friends could invite her to different places, which reduces the chances that she feels lonely and boosts her self-esteem as she feels included (1). <p>Accept suitable alternatives and expansions.</p>

Further commentary/guidance: You will not obtain marks for discussing negative influences of friendship, as the question asks for **positive** influences of friendship.

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Question number	Answer
3	<p>1 mark is awarded for each effect of caregiver attachment identified (maximum of 3), and 1 mark is awarded for each appropriate expansion specifically related to Mia (up to a total maximum of 6 marks).</p> <p>For example:</p> <ul style="list-style-type: none"> Developing a secure attachment with a caregiver will help Mia feel loved (1). Mia will be more likely to explore new settings and challenges, which will help her to build coping skills (1). Children with secure attachments are more likely to develop relationships with others in later life (1). Having healthier friendships support Mia's emotional well-being due to the positive support and her confidence from these friendships (1). However, Rosie's difficulties in bonding with Mia could result in an insecure attachment pattern (1). Mia may not feel that Rosie can meet her needs consistently, which could result in anxieties and difficulties throughout life (1). <p>Rosie's difficulties in bonding with Mia could result in an insecure attachment pattern (1). Insecure attachment can lead to behavioural problems and an increased risk of mental health problems (1).</p> <p>Accept suitable alternatives and expansions.</p>

Further commentary/guidance: As the command word is 'discuss', providing different effects (including both positive and negative effects relating to different attachment patterns) is an acceptable approach. It is also acceptable to discuss the effects of attachment on other areas of development, as the question asks for a discussion of the effects of attachment on Mia's development.

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Question number	Answer
4	<p>3 marks are awarded for correctly identifying three effects of employment (1 mark each). 3 marks are awarded for appropriate expansions relating to Max (1 mark each, for a maximum of 6 marks).</p> <p>For example:</p> <ul style="list-style-type: none"> Being employed could have a positive effect on Max's intellectual development (1). He has a fulfilling role (1). Engagement in his role in marketing provides opportunities to learn new skills and build his knowledge (1). Employment could positively affect Max's emotional development (1). Having a role he feels proud of could build his self-concept (1). Having a role he feels proud of could build his self-esteem (1). However, being employed could also negatively affect Max's emotional development (1). It is very stressful (1). Spending a lot of time at work could make him more worried about how Rosie is coping with the birth of his baby (1). If Max becomes unemployed, the reduction in income could affect Max's emotional development (1). The stress over the increased living expenses, especially with a new baby, could make it more difficult for him to cope (1). He develops mental health problems such as anxiety or depression (1). Having a stressful job can negatively impact Max's physical development (1). Raising his risk of developing health problems (1). For instance, stress has been associated with cardiovascular problems, and could lead to unhealthy coping strategies such as alcohol consumption (1). <p>Accept suitable alternatives and expansions.</p>

Further commentary/guidance: As the command word is 'discuss', providing different effects (both positive and negative effects relating to different employment statuses) is an acceptable approach. It also shows awareness of differing outcomes and experiences.

Question number	Answer
5	<p>2 marks are awarded for correctly identifying two ways in which social learning theory is relevant to Edgar, and 2 marks are awarded for appropriate expansions relating to these effects (up to a total maximum of 4 marks).</p> <p>For example:</p> <ul style="list-style-type: none"> Edgar will observe the behaviour of role models (e.g. teachers) (1). They should model good behaviour that Edgar will imitate and reproduce, such as sharing and being kind to others (1). Edgar's good behaviour will also be reinforced, which means it will be repeated (1). For example, if Edgar shows sharing behaviour, he will receive positive reinforcement by praising him (1). Edgar's good behaviour will also be reinforced, which means it will be repeated (1). For example, Edgar may behave well to avoid punishment (e.g. being put in timeout), which is an example of negative reinforcement (1). <p>Accept suitable alternatives and expansions.</p>

Further commentary/guidance: As the question concerns a theory, you should demonstrate understanding of the theory by the accurate use of appropriate and relevant terminology.

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Section 3: Long-answer Questions -

Introduction

This section will introduce you to 'long-answer' questions. As the name suggests, length and depth in order to gain full marks, as well as the demonstration of a high application skills. A range of command words will be used, including 'justify', 'discuss', 'to what extent' and 'evaluate'.

- **'Justify'** questions involve providing clear reasoning to support a particular argument, logical progression of the argument, and how your conclusions were reached. You should consider opposing viewpoints, and show why your reasoning or view is more appropriate. You should link your argument to specific elements of the topic.
- When answering a long-answer **'discuss'** question, you will need to demonstrate differing arguments and opinions regarding that topic, and how these arguments should be developed. You should show that you are able to make connections that are relevant to the topic.
- **'To what extent'** questions are similar, in that you need to demonstrate that you have clear reasoning behind an argument. You should assess the relevant evidence, present the argument, and consider the impacting factors. You should come to a conclusion about the strength of your reasoning and the strength of relevant evidence.
- Lastly, **'evaluate'** questions ask you to bring together a range of relevant information to make an overall judgement. For instance, you should consider relevant concepts, theories and explanations in providing an account of a topic. The key part of answering 'evaluate' is that you provide a balanced answer and a critical consideration of the strengths and weaknesses (advantages and disadvantages) of the relevant arguments or evidence.

When answering any 'long-answer' question, ensure that you link your answer back to the case material, wherever possible. It is also important that you provide a balanced answer, considering all viewpoints. Avoid giving a one-sided answer, as this will limit the number of marks you can achieve.

Look at the table below to see which AOs are tested by each 'long-answer' command word. Refer to the table in full, for reference.

	AO1	AO2	AO3
Justify	✓	✓	
Discuss	✓	✓	
To what extent	✓	✓	
Evaluate	✓	✓	✓

- **AO1** – 'Demonstrate knowledge of physical, intellectual, emotional and social aspects of human lifespan, factors affecting human growth and development and effects of ageing'
- **AO2** – 'Demonstrate understanding of physical, intellectual, emotional and social aspects of human lifespan, factors affecting human growth and development and effects of ageing'
- **AO3** – 'Select and evaluate information related to human development theories/models affecting human growth and development'
- **AO4** – 'Make connections between theories/models in relation to human development and effects of ageing'

These questions will be worth 10 or 12 marks each.

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Analysing the Question

Analysing long-answer questions starts with carefully reading the case material and for key pieces of information that you will need to bear in mind to effectively plan. The requirements of the question will help reduce unnecessary wasting of time by information. Make sure you check the following information:

- Which command word is used?
- Which topic from the specification is the question about?
- Does the question concern a particular individual from the case material? Why?
- Does the question specify whether positive impacts or negative impacts should be considered?

Analysis Activities

In this part we will analyse an example of a long-answer question. Start by reading the exam-style question below.

Exam-style Question and Question

Billy, 17, lives at home with his mother and sister, and is currently studying at college with Klinefelter's syndrome.

1. To what extent could genetic factors impact on Billy's development?

To analyse the question, we have broken down the long-answer question above into three questions. Doing this will make answering the question more manageable – considering is much less daunting! These shorter questions will help you to think about the requirements of the question. Annotate these questions below with very brief notes about what you think.

Which genetic factors have impacted Billy? In what way?

Which 'nurture' factors could impact Billy? In what way?

Which theories are relevant to this question?

By answering these three questions – and structuring them appropriately – you could get you marks.

Note, however, that this is intended as an analysis activity only – do not write the content of your answer in the exam, as this would take up additional time and space. Instead, structure your answers under these as part of your plan. Planning long-answer questions is covered later in this section.

To help you build your skills in analysing long-answer questions, here is another opportunity to practise:

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Analysis Activities (continued)

First, read through the example case material and exam-style question. Highlight keywords or pieces of information you think you might need when planning your answer.

Exam-style Case Study and Question

Mark is 21, and has recently moved back in with his parents after being away at university. He lives in a very rural area, and many facilities are located in the nearest town about 15 miles away.

2. Discuss how access to health and social care services could influence Mark's health and well-being.

As the command word is 'discuss', you will need to show that you understand different perspectives that are relevant to Mark's health and well-being. You would firstly need to understand the role of accessing health care services for health and well-being, and then discuss the influences on Mark's development.

Can you think of any other potential influences on Mark's health and well-being that you can add to your answer? List them here:

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Remember – the question asks you to discuss **Mark's** health and well-being – you must make reference to Mark and his case material in order to gain full marks.

Exam tips!

Answers to long-answer questions should always be balanced, showing both positives and negative perspectives.

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Planning your Answer

Taking the time to plan your answer is crucial for long-answer questions. As long answers demonstrate in-depth knowledge and understanding of the specification, it could be difficult to do of the topic if you rush straight into writing your answer.

The way you plan your answer is likely to vary, depending on the command word. Different command words ask you to do different things with your answer. Some tips for planning your answer to the command word are provided here to help guide you.

'Evaluate' questions

Answering 'evaluate' questions involves reaching a balanced conclusion, and showing the strengths and weaknesses (or advantages and disadvantages) of relevant arguments.

It might be helpful to quickly sketch a table or diagram which includes space for the strengths and weaknesses of each perspective. Having a visual representation of your answer in your plan can help you produce a balanced response and stay on track. Filling out a grid like this could be helpful.

	Perspective 1	
Key information (e.g. points, terminology, evidence, references)		
Strengths/advantages		
Weaknesses/disadvantages		
Conclusion		

'Justify' and 'to what extent' questions

These ask you to show the reasoning that supports a particular argument, and any other factors that might influence it. You should start your plan by noting down what you know about the argument in question, and then list the evidence and reasoning to support that argument. You should then note down any other perspectives or other influences, before reaching a conclusion that shows why the argument is or is not appropriate. As an example:

Exam-style Case Study Question

- Emily is 15 years old and lives with her parents. Both her parents eat healthily and try to encourage her to do the same.
3. To what extent can social learning theory explain Emily's physical development?

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You could quickly jot down ideas about your plan for answering this question as for the main argument (in this case, social learning theory), and one box for the opposing

Social learning theory

Key information:

- Imitation of role models (parents) → more likely that Emily will also eat healthily and exercise
- Positive reinforcement for healthy behaviours, e.g. praise from parents
- Negative reinforcement for healthy behaviours, e.g. avoidance of poor health / obesity.
- Examples of improved health (e.g. maintaining healthy weight, reduced chance of conditions such as cancer and diabetes)

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Conclusion which reaches a judgement on how much of Emily's physical development could be explained by social learning theory

Note: A full list of possible influences on physical development is provided in the reference, but you wouldn't be expected to cover *all* of these in detail in your exam answer.

Discuss questions

Answers to 'discuss' questions always need to show that you understand the different perspectives on the particular topic, making links between them where appropriate. You could sketch out a plan for your answer appropriately:

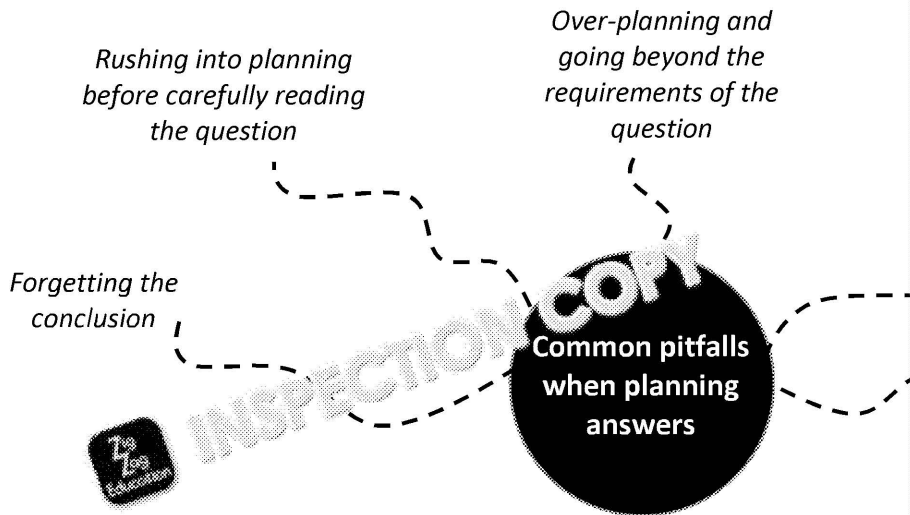
	Key information (points, examples, expansions, evidence)	How could this be explained by others (e.g. social learning theory)?
Perspective 1		
Perspective 2		
Perspective 3 (if needed)		
Conclusion		

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General tips

Regardless of the command word, there are a few common mistakes that can be made when answering a question. Try to avoid these so that you don't waste valuable time or miss the mark.



You could also consider a mini checklist when planning to consider whether your answer meets the following descriptor points:

- ☐ Accurate knowledge and understanding, including appropriate use of specialist terminology
- ☐ Few minor errors or gaps, if any
- ☐ Evidence of coherent reasoning, application and demonstration of links in context
- ☐ Balanced justification and awareness of competing arguments leading to suitable conclusion

The activities in this section will allow you to practise planning answers to several questions. Remember, though, that you don't *need* to use these planning methods in order to answer a question. You can come up with alternative ways of planning that you personally find more useful. The activities will give you planning practice and could help to spark further ideas of your own.

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Planning Activities

To get started, read the following case material and exam-style question carefully.

Exam-style Case Study and Question

Richard is 70, and retired from his busy job as an accountant a few years ago. He lives in the countryside with his wife, Harriet.

4. Discuss the potential impact of ageing on Richard's social development, with theories.

Below, there is an outline for a plan for answering the question above. Some blank space is provided for you to add your own ideas. Write these in with short notes that show your subject knowledge.

Relevant theory 1 – social disengagement theory

The social disengagement theory of ageing states that:

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For Richard's social development, this means that:.....

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Relevant theory 2 – activity theory

The activity theory of ageing states that:

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Activity theory contrasts with social disengagement theory because:

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For Richard's social development, this means that:

.....

Other influences on social development in ageing

Retirement is an example of a role change. This means that:

.....

For Richard, his retirement could impact on his social development by:

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Conclusion

Is ageing more likely to positively or negatively affect Richard's social development?

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Planning Activities (continued)

Read the example question and case material below.

Exam-style Case Study and Question

Anya and Justin are both 27, and have a three-year-old daughter, Rose. As Anya starts a new job, Rose will soon be starting preschool.

5. Justify how social learning theory could explain Rose's development.

Below are some boxes which represent the various components of a long-answer question with key terms and notes which you would want to cover as part of your answer. The suggestions of things to cover have been included to help you.



Short introduction

Explain briefly what social learning theory is.

Social learning theory

Use this section for a more in-depth explanation of social learning theory. Be sure to link to the case material and evaluate this perspective.

Alternative perspectives

Social learning theory is one example of a 'nurture' perspective – what about other 'nurture' factors? What about the role of 'nature'?

Conclusion

Make a final judgement on how well social learning theory explains development.



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Planning Activities (continued)

Another example of an exam-style long-answer question and accompanying case study is provided below. Read this before moving on to the final planning activity for long-answer questions.

Exam-style Case Study and Question

Anya has now gone back to work. However, Justin has recently been in a very serious accident and has badly damaged his back and is unsure about whether he will be able to continue working as a dentist.

6. Evaluate the impact of unpredictable life events on development, with reference to the case study above.

The key to effectively answering 'evaluate' questions is to provide an answer which includes a range of relevant theories, concepts and alternative perspectives. For this activity, a diagram below is provided to help you plan a balanced answer. Add in any key terms and ideas you have learned about when answering this question – some notes have been filled in to help guide you.

Impact of unpredictable life events

- Social readjustment rating scale
- Examples of unpredictable life events
- Impact
- Strengths and weaknesses of this perspective

Impact of predictable life events

- Predictable life events
- Other 'nurture' factors
- 'Nature' factors
- Strengths and weaknesses of this perspective

Also – annotate where you think you could make reference to the relevant case material.

By looking at an overview of the information on both sides of the argument, it is possible to reach a well-supported conclusion, which is characteristic of answers which receive high marks.

Also note that the example question given is worth 12 marks – the previous exam question was worth 10 marks. The next section will explain the difference between these two formats.

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Marking your Answer

Understanding the way that answers to long-answer questions are marked will give you knowledge of how long-answer questions should be answered. This understanding will give you confidence in your ability to tackle these bigger questions during your exam.

You have seen the table below before, in the 'How your marks are awarded' section of the resource, but it is provided again here as a reminder for you. It shows you how marks are awarded for long-answer questions. Your answer will first be placed in one of the three levels, before a specific mark is awarded at that level. Read the table to understand the expectations for answers at each of the levels.

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

As mentioned in the 'How your marks are awarded' section at the beginning, there is a fourth level for long-answer questions. If you are asked a long-answer question worth 12 marks. The levelled mark scheme for 12-mark questions is different. The descriptions and marks available for Level 1 and Level 2 remain the same, but the number of marks available and there is an additional Level 4. Look at the table below.

	Marks	Description
Level 3	7–9	<ul style="list-style-type: none"> Accurate knowledge and understanding shown, with a focus on evaluation. Sufficient evidence of application of theory or relevant information, with a balanced evaluation. Clear conclusion, developed from competing arguments and supported by evidence. Demonstrates use of specialist terminology. Demonstrates clarity and reasoning.
Level 4	10–12	<ul style="list-style-type: none"> Accurate knowledge and understanding shown – if there is a focus on evaluation. Sufficient evidence of application of theory or relevant information, with a balanced and coherent evaluation. Clear and well-supported conclusion, developed from competing arguments and supported by evidence. The student has a comprehensive grasp. Demonstrates consistent and fluent use of specialist terminology. Demonstrates clarity and reasoning throughout the answer.

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Marking Activities

These activities will show you how exam-style answers are marked, to give you an idea of how the long-answer mark schemes are applied in practice.

First, read the exam-style question, case study and example answer to the question below. As you read through the answer, highlight or underline anything that stands out to you.

Exam tips!

Conclusions to be drawn should be clearly supported by evidence provided.

Exam-style Case Study and Question

Katy is 30 and has a daughter called Emma, who is now 3 years old. She is just starting to talk. Write your answer in 10 sentences.

7. Justify how Chomsky's theory of language development could explain Emma's development.



Example answer

Chomsky said that children go through different stages of cognitive development. Emma is currently in the sensorimotor stage, which means she will be exploring the world through her senses, sight, touch, taste and smell. She will next move to the preoperational stage, where she will start to use language and her imagination.

However, Chomsky's theory was based on unrepresentative samples of children. His predictions may not apply to Emma's cognitive development. Emma is an individual and may develop at a different pace.

Emma's development could also be affected by other factors. For example, her environment may influence her physical well-being if she has been born with a genetic disorder.

In conclusion, Chomsky's theory explains Emma's development to a certain extent.



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Marking Activities (continued)

To help you with this marking activity, the long-answer mark scheme is provided

	Marks	Description
Level 1	0–3	<ul style="list-style-type: none"> • Little or limited knowledge and understanding shown, with substantial gaps. • Limited evidence of application of theory or relevant information – more descriptive than evaluative. • Conclusion lacks focus, with no clearly logical evidence and 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, with a clear conclusion. • Some evidence of application of theory or relevant information. • Conclusion exists, but may lack some logical evidence and 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, with a clear conclusion. • Sufficient evidence of application of theory or relevant information, with a balanced evaluation. • Clear conclusion, developed from competing arguments and support. • Demonstrates use of specialist terminology. • Demonstrates clarity and reasoning.

Which mark level would you place the example answer into? Why?

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Now, write three suggestions for how the answer could have been improved to be at a higher mark level. Use the mark scheme to help you.

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Marking Activities (continued)

Here is an example of the kind of examiner's commentary that might be provided:

Examiner commentary

The answer could be placed in Level 1, since it fails to answer the question and the answer appears to have confused Chomsky with Piaget. References are also made to development – the question asks that Emma's intellectual development is considered.

There is a conclusion provided; however, it is broad and does not state a position.

The answer does make attempts to provide links to relevant case material. Evaluation of knowledge of specialist terminology on the specific topic is shown – but unfortunately, it is not relevant to the question due to the confusion between Chomsky and Piaget.

Is it similar or different to what you picked up on? How?

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For the second marking activity, read the example case material and question below:

Exam-style Case Study and Question

Katy is a vegetarian, and hasn't eaten meat since she was a teenager.

8. To what extent do cultural factors influence physical development?

Two different example answers have been supplied for you. Read through them both (the one that particularly stands out to you as you go along), and think about which mark level you would place it clearly into.

Example answer A

Social factors such as cultural beliefs can influence physical development. If a diet that still meets one's nutritional needs (carbohydrates and protein) is followed, one is unlikely to suffer from physical health conditions such as cancer and diabetes. On the other hand, a vegetarian diet can still be unhealthy. For instance, someone could still eat a high-fat, high-sugar diet, which would increase their risk of becoming obese and developing nutritional deficiencies, and developing conditions such as heart disease and diabetes.

Cultural beliefs are an example of a 'nurture' factor on physical health. However, they are not the only 'nurture' influence on one's physical development. For instance, living in a poor area, such as housing conditions can have a significant impact – mouldy and damp conditions can increase the risk and impact of respiratory conditions such as asthma. Having safe and comfortable living conditions at home with appropriate facilities would make it easier for Katy to cook healthy meals at home that lower her risk of physical health conditions.

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Marking Activities (continued)

Example answer A cont.

However, 'nature' factors should also be considered for their impact on physical development. For instance, Katy may have a genetic predisposition towards developing conditions such as diabetes. This means that she is more likely to develop these conditions than someone without this predisposition.

These genetic dispositions can interact with 'nurture' factors to predict someone's physical development. For example, if Katy has a genetic predisposition towards developing a certain condition, she can reduce her risk of actually developing the condition by maintaining a healthy lifestyle (e.g. eating a balanced diet, exercising, avoiding heavy drinking, etc.).

In conclusion, cultural factors do have a significant influence on physical development. However, cultural factors are only one of many variables that affect someone's physical development. No single factor alone can accurately predict someone's overall state of physical development.

Example answer B

Katy's vegetarian diet could negatively impact her development because she may not be getting all the necessary food groups such as protein and iron. This increases her risk of health issues such as anaemia.

Other examples of cultural factors that affect development are religious beliefs and how acceptable different treatments are. For instance, Jehovah's Witnesses are not willing to accept blood transfusions as they do not see this procedure as in line with their religious beliefs.

Environmental factors such as being unable to access health services could also affect Katy's development. If she lives a long way from hospitals and clinics – and has to travel on public transport – these geographical barriers could make it less likely for her to receive medical care that she needs, when she needs it. If it is hard to visit a doctor, she may be doing so until her health concerns are extremely serious. Another example of an environmental factor which affects physical health is pollution. People living in polluted areas are more likely to develop cardiovascular and respiratory conditions because of inhaling harmful particles from the air.

Genetic disorders, such as osteoporosis, bone disease and Duchenne muscular dystrophy, can also influence physical development.

In conclusion, cultural beliefs are only one of many factors that influence physical development. Environmental factors and someone's genes can also strongly influence someone's physical development.

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Marking Activities (continued)

Now that you have read both sample answers, note down your thoughts about each and which mark level you would place each answer into.

Example answer A

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Example answer B

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Marking Activities (continued)

In the table below are some examiner-style comments about each example answer and its mark levels.

Example answer A	Example answer B
Level 3	Level 2
<p>The answer shows in-depth knowledge of various factors which can influence physical health. These factors are also discussed in a balanced way – for example, the pros and cons of a vegetarian diet (depending on how it is followed).</p> <p>Reference is also made to the nature / nurture debate, which shows awareness of different theories. References are appropriately made to the case material and a clear conclusion is reached.</p>	<p>The answer demonstrates a good understanding of the topic and understanding of the factors involved. Applications are also made to the case material and a balanced conclusion is reached.</p> <p>However, this answer is only on negative influences on physical development. There are no references to relevant theory.</p>

How does this compare to your answer? How is the example commentary similar to some notes here to explain.

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Practice Questions: Long-answer Questions

You should now attempt to answer the practice questions below, using your skills in answering long-answer questions. Ensure your answers are balanced and make reference to the scenario.

Peter, 32, and Angela, 34, have been married five years and have a young son, Josh, aged 3. Due to marital difficulties, Angela has moved out of the family home alone and is applying for a divorce.

1. To what extent could family dysfunction affect Josh's emotional development?



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Since her marital separation, Angela has also found out that she is several months pregnant. The condition runs in her family. Josh did not have the condition, but she is worried

2. Justify how genetic factors can influence physical well-being.

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Section 3 Answers: Long-answer Questions

Activity answers

Analysing the question:

Q1 – Brief notes on what to cover for each of the questions could include the following:

Which debates are relevant to this question?

- Nature/nurture

Which theories are relevant to this question?

- Gesell's maturational theory
- Social learning theory

Which genetic factors have impacted Billy? In what way?

- Genetic condition – Klinefelter's syndrome
- This can lead to multiple problems including learning difficulties, reduced motor skills
- It can also raise risk of other problems – e.g. type 2 diabetes, cardiovascular disease

Which 'nurture' factors could impact Billy? In what way?

- Relationships with family
- Relationships with friends at college
- Economic factors – e.g. income level, lifestyle
- Environmental factors – e.g. pollution, housing

How could nature and nurture interact for Billy?

- Following a healthy lifestyle could offset some of his increased risks of conditions such as cardiovascular disease.

Q2 – Other potential influences on Mark's health and well-being:

- Other environmental factors – e.g. quality of housing, pollution (likely to have a negative influence on development)
- Economic factors – e.g. low income due to being a student, perhaps currently unemployed
- Social factors – e.g. if any family dysfunction
- Genetic factors – e.g. inherited conditions or predispositions

Planning:

Q4 – The plan outline could be filled out as follows to demonstrate subject knowledge:

Relevant theory 1 – social disengagement theory

The social disengagement theory of ageing states that: older adults naturally withdraw from society as they age.

For Richard's social development, this means that: he might be expected to become more isolated, less socialising with others or engaging in fulfilling activities in the community.

Relevant theory 2 – activity theory

The activity theory of ageing states that: successful ageing involves participating in a range of activities throughout old age.

Activity theory contrasts with social disengagement theory because: activity theory suggests that withdrawing from society is a natural consequence of ageing.

For Richard's social development, this means that: Richard could engage in meaningful activities that counteract the effects of ageing, suggesting that ageing is a positive transition.

Other influences on social development in ageing

Retirement is an example of a role change. This means that: Richard's function in society changes. He no longer has the need to find new ways to spend his time. This could also give him greater independence from the time commitments imposed upon him by a full-time job.

For Richard, his retirement could impact him by: giving him time to participate in activities he enjoys, perhaps spending more time with friends and family, or getting involved in local projects to meet new people and feel part of a community.

Conclusion

Is ageing more likely to positively or negatively affect Richard's social development? If Richard continues to engage in the time doing activities he enjoys and finds fulfilling, ageing is likely to positively influence his social development.

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Q5 – The following information could be provided in the boxes when completing

Short introduction

- Social learning theory overview – behaviour learnt from other people via observation

Social learning theory

- Rose could observe behaviour of other children at school
- Positive influence – imitate good behaviour
- Negative influence – imitate bad behaviour
- Role models – e.g. teachers
- Role of reinforcement – e.g. Rose could receive praise for good behaviour

Alternative perspectives

- Nature factors – e.g. biological factors during pregnancy that can affect behaviour, fetal alcohol syndrome if Rose's mother drank during pregnancy, genetic conditions
- Other 'nurture' factors – e.g. environmental factors, economic factors, social factors

Conclusion

- This is based on personal perspective and judgement

Q6 – Possible terms/ideas that could be entered into the diagram include:

Impact of unpredictable life events:

- Social readjustment rating scale – stress score assigned to events, calculates impact of events
- Examples of unpredictable life events – accidents, redundancy / loss of job, divorce, death of a loved one
- Impact – chronic stress (poor coping strategies and physical health), mental health issues, loss of confidence and self-esteem, financial impact, loss of mobility, role changes
- Strengths and weaknesses of perspective – considers a wide range of life events, but doesn't take into account individual differences in coping with stress. However, stress can sometimes be a positive thing (e.g. can spur someone on to make changes)

Impact of other factors:

- Predictable events – e.g. moving house, parenthood (if planned)
- Other 'nurture' factors – environmental, economic, social
- 'Nature' factors – genetic conditions and predispositions
- Strengths and weaknesses of alternative perspectives – considering these too can provide a more holistic view of development. However, impact of unpredictable life events is likely to be significant and inability to prepare.

Marking:

Q7 – The answer is likely to be placed in Level 1. The suggested 'examiner's comment' activity explains why.

Suggestions for how the answer could be improved (any three from, or other appropriate suggestions):

- Information relevant to Chomsky rather than Piaget – give a sufficiently detailed explanation of Chomsky's theory and apply it to Emma
- Use appropriate specialist terminology
- Appropriate evaluation
- Focus on intellectual development
- A conclusion which states a clear position

Q8 – Answers for this activity are provided immediately after the activity in the form of a mark scheme for each example answer.

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Practice questions

For each practice question, an exemplar answer is provided, along with the mark (the range of information/topics that answers could have chosen to cover) and why the exemplar answer would gain full marks, and to indicate other points you example mark schemes for 10-mark and 12-mark questions are repeated below for

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

Question 3 is worth 12 marks, which means there is a slightly different levelled mark scheme provided previously, but the differences are restated here for your reference. The mark scheme available for Level 1 and Level 2 remain the same, but Level 3 has a different number of marks and an additional Level 4. Look at the table below to see the changes.

	Marks	Description
Level 3	7–9	<ul style="list-style-type: none"> • Accurate knowledge and understanding shown, with a fair level of evidence of application of theory or relevant information, with balanced evaluation. • Clear conclusion, developed from competing arguments, with support. • Demonstrates use of specialist terminology. • Demonstrates clarity and reasoning.
Level 4	10–12	<ul style="list-style-type: none"> • Accurate knowledge and understanding shown – if the student has a comprehensive grasp. • Sufficient evidence of application of theory or relevant information, with balanced and coherent evaluation. • Clear and well-supported conclusion, developed from competing arguments, with support. • Demonstrates consistent and fluent use of specialist terminology. • Demonstrates clarity and reasoning throughout the answer.

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Question 1 exemplar answer:

Family dysfunction broadly means a reduced level of normal or healthy functioning within the family. Josh's parents' divorce could be a very stressful experience due to disruptions in Josh's existing routine. Josh is likely to miss the contact with his mother and may develop an insecure attachment. He is less likely to trust others to meet his needs and could develop mental health problems.

Parenting style can be another example of family dysfunction. For instance, if Josh's father is authoritarian, Josh would be required to conform to extremely high standards and strict rules. If he cannot meet these expectations, this could negatively affect Josh's emotional development, self-image and self-esteem.

However, family dysfunction is not the only factor that could affect Josh's emotional development. An important social factor could be whether or not Josh is bullied. Bullying means repeated physical and/or emotional harm to the victim, and increases the risk of emotional problems and suicidal feelings.

On the other hand, relationships with friends can be positive. Developing positive friendships at school could support Josh's emotional development through the provision of social support and encouragement, building confidence and self-esteem.

Additionally, environmental factors could positively influence Josh's emotional development. For instance, if Josh lives in safe and comfortable housing which meets his needs, he is less likely to develop mental health conditions such as depression and anxiety. In conclusion, family dysfunction is likely to negatively influence Josh's emotional development, but the presence of positive relationships and high-quality housing conditions could offset the negative impact of Josh's parents' divorce on his emotional development.

Note: The exemplar answers do not cover *all* the indicative content provided in the mark scheme. They cover absolutely everything in order to gain full marks. The indicative content in the mark scheme gives an idea about what answers to each question *could* cover.

Question number	Indicative content
1	<p>See levelled mark scheme on p. 68.</p> <p>Family dysfunction:</p> <ul style="list-style-type: none"> Divorce – disruption to routine, attachment difficulties which could lead to relationship issues in later life, stress Parenting style – if authoritarian father, very strict expectations could negatively affect Josh's emotional development <p>Other influences on emotional development</p> <ul style="list-style-type: none"> Bullying at school in later life – increases risk of self-harm and low self-esteem Positive friendships at school could provide encouragement and support, building confidence Environmental factors – safe and comfortable housing can reduce the risk of mental health conditions in later life Economic factors – e.g. household income, lifestyle of parents, etc. Nature factors – e.g. genetic conditions or biological influences <p>Accept other valid responses.</p>

Question 1 exemplar answer:

The exemplar answer explains the impact of parental dysfunction on Josh, as required by the question. It also mentions other factors which will also impact Josh's emotional development. As long-answer questions, a mix of positive and negative influences (as well as different types of factors, such as social, environmental) on his emotional development has been presented.

For all factors, there have been explicit links made back to the case material. Specialist terminology (e.g. 'authoritarian') accurately and appropriately, which is an essential feature of a Level 3 answer. The answer gives a concise conclusion which reaches a judgement on the importance of family dysfunction and other influences on his emotional development.

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Question 2 exemplar answer:

Considering whether an individual's physical health is influenced by biological factors as the nature/nurture debate. Viewing physical health as dependent on genetic factors is a nurture approach. Genetic information is passed down from parents to their children, and in this information, can affect physical well-being.

Some physical health conditions can be inherited. One example is cystic fibrosis, which is a genetic condition that affects the lungs and digestive system. Physical health can be severely impacted, as people with cystic fibrosis are more likely to suffer from respiratory infections and nutritional deficiencies. Another example is Huntington's disease, which causes progressive brain damage and eventually death. The disease can affect the sufferer's ability to think and move, which significantly impacts quality of life and physical health. If Angela has a genetic condition such as this, their physical health would be significantly influenced.

Genetic factors can also influence how likely it is that someone develops a physical condition, known as their 'genetic predisposition'. For example, some people are more likely than others to develop cancer, diabetes and high blood pressure. For example, if someone has a family history of diabetes, they are at a higher risk of developing the condition. If developed, the symptoms and effects of diabetes (e.g. frequent urination, thirst, healing of wounds) would significantly affect one's physical health. Even if someone has a genetic predisposition, it is not certain that they will actually develop the condition. There are other factors which influence the likelihood of this occurring.

For instance, economic factors can have a significant influence on physical well-being. Someone with a higher income may be more able to afford healthier food and the costs of exercising (e.g. gym membership). For example, with a higher household income, Angela would be able to afford more nutritious food for her child with. Along with other aspects of lifestyle (such as smoking and alcohol consumption), economic factors can make it more or less likely that someone goes on to develop a physical condition like diabetes (which someone may already have a higher likelihood of developing due to genetic factors).

There are also environmental factors which influence physical well-being. For instance, living in an area with high pollution raises the risk that someone will develop respiratory and/or cardiovascular conditions due to the inhalation of toxic substances. The extent to which someone can easily access health services can also affect their physical health. If Angela lives a long way from a hospital, with limited public transport, it may be less likely to attend health services if she has concerns about her new baby.

Although genetic factors could have a significant impact on the physical well-being of an individual, with regard to inherited conditions, there are numerous 'nurture' factors which also influence physical health. Environmental, economic and social factors can interact with someone's genetic predisposition to increase or decrease their likelihood of developing them. Therefore, while genetic factors can influence physical well-being to a certain extent, but there is a need to consider an individual's physical health in the context of all these factors.

Question number	Indicative content
2	<p>See levelled mark scheme on p. 68.</p> <p>Answers should consider the relevant 'nurture' sides of the nature/nurture debate in relation to physical well-being.</p> <ul style="list-style-type: none"> Inherited conditions and their effects and impact on physical well-being Genetic predispositions towards certain conditions Influence of 'nurture' factors, such as: <ul style="list-style-type: none"> Economic factors – higher income means greater ability to afford healthier food/participate in exercise, better employment status Lifestyle factors – e.g. smoking, alcohol Environmental factors – e.g. pollution, access to services Social factors – e.g. culture, religion and/or beliefs Interaction between lifestyle factors and genetic factors <p>Accept other suitable responses.</p>

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Question 2 commentary:

'Justify' questions require you to show the reasoning behind a particular argument. The question has been structured by first explaining ways in which genes can have an impact on phenotype, then moving on to illustrate several opposing viewpoints relating to the influence of nurture. The question is then linked, by explaining how genetic predispositions and environmental influences interact.

Although the question doesn't contain reference to case material, the arguments are still relevant where relevant. This ensures that you have demonstrated the ability to link the question to the case material.

The exemplar answer uses and explains technical terms such as 'genetic predisposition' and provides examples (i.e. of genetic conditions – cystic fibrosis and Huntington's disease) to support the arguments. Relevant debates (i.e. nature vs nurture) are also referred to. The answer also focuses on the points specified in the question.



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Question 3 exemplar answer:

The nature/nurture debate concerns the degree to which someone's well-being is influenced by inherited factors, versus the influence of their environment throughout their life.

A key example of a 'nurture' factor relevant to Peter is lifestyle choice. Peter's smoking increases his risk on his well-being due to the increased risk of a wide range of physical health conditions. If he develops any of these conditions, they could be potentially life-threatening or could impact his quality of life. For example, the brain damage resulting from having a stroke could impact Peter's ability to care for his son.

Another nurture factor is the occurrence of stressful life events throughout one's life. Peter has experienced marital separation, which could cause him a high degree of stress, particularly as a parent to a young child. Marital separation is given a high stress rating by Holmes and Rahe's social readjustment rating scale, which estimates the effects of life events on stress levels and health.

Long-term stress can impact physical health by reducing immune system function, increasing the risk of heart attack risk, which is particularly concerning given his smoking. Stress could also result in mental health conditions such as anxiety and depression. In turn, this could also impact his social relationships with his son and his performance at work.

However, there are also 'nature' factors which could potentially influence Peter's well-being. He could have an inherited genetic condition that he is not yet aware of. Conditions such as Huntington's disease do not usually show symptoms until 30–50 years of age – it is a progressive, terminal condition that causes brain damage and affects many aspects of well-being including motor skills, abilities and cognitive function.

Additionally, it could be that Peter has a genetic predisposition towards developing health conditions. A genetic predisposition means that he has inherited genetic information which may lead to developing health conditions such as cancer, diabetes or high blood cholesterol. However, this does not mean that Peter definitely will develop these conditions. Instead, the risk is increased. For example, Peter may have a predisposition towards cancer, which will be increased if he smokes. Alternatively, 'nurture' factors can also act to protect someone against a genetic predisposition. For example, if Peter is predisposed towards developing diabetes, he could ensure he follows a healthy diet and exercises regularly.

Both nature and nurture factors have the potential to influence Peter's overall well-being. Addressing several 'nurture' factors – including smoking and stress – that are currently posing risks to his well-being. Tackling these (e.g. by giving up smoking) has the potential to greatly reduce the impact of these factors on his well-being.

Question number	Indicative content
3	<p>See levelled mark scheme on p. 68 for 12-mark questions. Answers should consider the relevance of both sides of the nature/nurture debate for Peter's well-being.</p> <ul style="list-style-type: none"> Nurture factors: <ul style="list-style-type: none"> Lifestyle choices – smoking increases risk of many physical health conditions Stressful life events (Holmes and Rahe's social readjustment rating scale, e.g. marital separation, parenthood) Effects of long-term stress – e.g. immune system impact, increased risk of heart attack risk, increased risk of mental health problems, social isolation, occupational functioning and relationship with son Social factors – e.g. cultural, bullying (e.g. at work) Economic factors – e.g. income, employment status Environmental factors – pollution, housing, access to services Nature factors: <ul style="list-style-type: none"> Inherited conditions Genetic predispositions Interaction between nature and nurture <p>Accept other suitable responses.</p>

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Question 3 commentary:

'Discuss' questions require you to demonstrate that you understand differing opinions on a topic. For this question, you should demonstrate your understanding of the nature of the debate, as well as the interaction between the two. The question specifically asks you to discuss the importance of using the case material when constructing your answer.

The exemplar answer uses and explains technical terms such as 'genetic disposition' to illustrate certain points (e.g. risk of COPD as an example of the physical health factors). Theoretical information (i.e. the social readjustment rating scale) is also provided to support the argument.

A clear conclusion has also been reached about Peter's well-being – while the argument is presented on both sides, it makes a firm conclusion which is clearly related to the case material. The factors – smoking and stress – which are discussed are clearly linked to the case material.



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Question 4 exemplar answer:

An 'ageing population' means that on average, the age of the UK population is increasing. This is increasing due to many factors, including improvements in healthcare, medical knowledge and better nutrition. This positively affects society as it means people have more time in their lives, such as spending time with loved ones and participating in hobbies.

However, if people are living a long time past retirement age, this means that they are no longer contributing to the economy via taxes. Many older adults rely on the state pension from the government, meaning there is a high cost of financial provision to ensure they live safely and comfortably.

Additionally, older adults may have a high level of health and social care needs. For instance, there is a risk of developing conditions such as dementia, which can be very expensive to provide (e.g. in later stages). This is because someone may need 24/7 care to ensure they are safe and that they can live in a residential care home. Specialist equipment (such as hoists) may also be needed to prevent falls and other problems, which is also expensive to purchase and maintain.

Family members and friends may also step in as carers for their loved ones. This can have both positive and negative emotional consequences, as well as affecting their ability to keep up with other responsibilities. For example, in Angela's case, caring for her mother may affect her ability to bond with her children or in employment.

On the other hand, older adults have increased time available during retirement which can be spent with family members. For many families in today's society, both parents often need to work, so Grandparents / older relatives may assist with childcare, which supports the ability of parents to work for their family.

In conclusion, an ageing population has both positive and negative impacts on wider society. It is important to consider an ageing population only from a negative perspective, but more recognition should be given to the contributions and positive experiences of many people in older adulthood (e.g. concerning childcare).

Question number	Indicative content
4	<p>See levelled mark scheme on p. 68.</p> <p>Answers should cover both positive and negative impacts on society.</p> <p>Negative:</p> <ul style="list-style-type: none"> Economically inactive for longer Cost of welfare benefits for older adults Cost of care Impact on carers, e.g. other family members Social isolation in the elderly (e.g. social disengagement theory) <p>Positive:</p> <ul style="list-style-type: none"> People's lives are longer and healthier Time available during retirement can support younger generations (e.g. via childcare) <p>Accept any other suitable responses.</p>

Question 4 commentary:

'Evaluate' questions require you to show that you understand competing arguments and weigh them up against one another. This example answer provides a discussion of both positive and negative impacts of an ageing population, demonstrating a balanced approach.

Although the question doesn't contain reference to case material, the arguments are still relevant. This ensures that you have demonstrated the ability to link the question to the relevant knowledge.

The exemplar answer uses and explains technical terms such as 'economically active' and 'specialist equipment – use of hoists' to demonstrate that knowledge.

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