



GCE AS MARKING SCHEME

SUMMER 2022

**AS
HEALTH AND SOCIAL CARE AND CHILDCARE –
UNIT 1
2570U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE HEALTH AND SOCIAL CARE AND CHILDCARE – UNIT 1

SUMMER 2022 MARK SCHEME

Guidance for examiners

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. *The inclusion of 'Credit any other valid response.'* (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions, mark schemes are in two parts, the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, in order to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

In GCE Health and Social Care, and Childcare, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid subdivides the total mark that may be allocated for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (the marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Question	Answer	AO1	AO2	AO3	Total mark
1.	<p><i>The Well-being of Future Generations (Wales) Act 2015 is an example of legislation designed specifically for Wales.</i></p> <p><i>Describe the main principles of the Well-being of Future Generations (Wales) Act 2015.</i></p>	8			8
	<p>Answers may refer to:</p> <p>The Well-being of Future Generations (Wales) Act 2015 enables current and future generations to achieve a good quality of life by tackling poverty, health inequalities, jobs and growth, and climate change by working together and thinking about the long-term impact of decisions made by public services.</p> <p>The legislation supports change by:</p> <ul style="list-style-type: none"> • encouraging public bodies to take a joined-up approach in providing a system of long-term sustainable services • improving the social, economic, environmental and cultural well-being of the people living in Wales • encouraging public service bodies to work better with people and communities and each other to look to prevent future problems • providing a shared vision for public services through the 7 well-being goals for everyone to work towards: <ul style="list-style-type: none"> ○ a prosperous Wales – where everybody has jobs and there is no poverty ○ a resilient Wales – where the nation is prepared for events like floods and pandemics ○ a healthier Wales – where everyone is healthier and can see the doctor when they need to ○ a more equal Wales – where everyone has an equal chance whatever their background ○ a Wales of cohesive communities – where communities can live happily together ○ a Wales of vibrant culture and living Welsh language – where we have lots of opportunities to do different things and where lots of people can speak Welsh ○ a globally responsible Wales – where we look after the Environment and think about other people around the World • appointing a Future Generations Commissioner to: <ul style="list-style-type: none"> ○ ensure public bodies are working towards the well-being goals. ○ safeguard the interests of future generations in Wales. ○ suggest ways public bodies can work better. 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> ○ write an annual report on how well Wales is doing in reaching the 7 well-being goals. ○ suggest ways in which public bodies can work better together and involve people and communities in making decisions <p>Credit any other valid response.</p>				

Band	AO1
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the main principles of the Well-being of Future Generations (Wales) Act 2015 • confident grasp of key concepts, e.g. The 7 well-being goals, the role of public bodies, the role of the Future Generations Commissioner
3	<p style="text-align: center;">5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of the main principles of the Well-being of Future Generations (Wales) Act 2015 • generally secure grasp of key concepts, e.g. The 7 well-being goals, the role of public bodies, the role of the Future Generations Commissioner
2	<p style="text-align: center;">3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of some of the main principles of the Well-being of Future Generations (Wales) Act 2015 • some grasp of key concepts, e.g. The 7 well-being goals, the role of public bodies, the role of the Future Generations Commissioner
1	<p style="text-align: center;">1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of the Well-being of Future Generations (Wales) Act 2015 • little grasp of key concepts, such as the 7 well-being goals
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total mark
2.	(a)	<i>Outline the meaning of holistic health and well-being and the factors that contribute towards them.</i>	6			6
		<p>Answers may refer to:</p> <p>Holistic health can be defined as being:</p> <p>A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (<i>World Health Organisation</i>)</p> <p>Holistic concepts of health and well-being:</p> <ul style="list-style-type: none"> • consider the whole person and how they interact with their environment • emphasise the connection between mind, body and spirit • encourage people to accept responsibility for their own level of health and well-being • are based the living balance of the 'whole person' not just the absence of disease <p>Health and well-being are interdependent on five factors:</p> <ul style="list-style-type: none"> • physical e.g. being in good health (absence of disease), the environment we live in • mental/intellectual e.g. employment, education, training • emotional e.g. being loved, being appreciated • social e.g. having friends and or a supportive family • moral/spiritual e.g. having religious or cultural beliefs <p>Credit any other valid response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good outline which:</p> <ul style="list-style-type: none"> • shows thorough knowledge and understanding of the definition of holistic health and well-being • clear knowledge of factors that contribute towards holistic health and well-being
2	<p style="text-align: center;">3-4 marks</p> <p>A good outline which:</p> <ul style="list-style-type: none"> • shows generally secure knowledge and understanding of holistic health and well-being • knowledge of some factors that contribute towards holistic health and well-being
1	<p style="text-align: center;">1-2 marks</p> <p>A basic outline which:</p> <ul style="list-style-type: none"> • shows some knowledge and understanding of how, in general terms of holistic health and well-being • some knowledge of at least one factor that contribute towards health and well-being
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(b)	<p><i>The biopsychosocial model is an example of a model of health, disability and well-being.</i></p> <p><i>Discuss the main features of the biopsychosocial model.</i></p>			6	6
		<p>Answers may refer to:</p> <p>The biopsychosocial model proposed by George Engel in the late 1970s claims that health and well-being are dependent upon the interaction between three factors: biological factors, psychological factors, and social factors. As well as biological factors psychological factors and the cultural environment surrounding an individual play an equally important role in either maintaining or deteriorating health and well-being.</p> <p>Main features of the biopsychosocial model are:</p> <ul style="list-style-type: none"> • it takes a holistic approach to health, disability and well-being which helps to provide an individual approach to care and support • the views of individuals and their carers are taken into consideration, this results in quicker psychological and social recovery, which will enable faster physiological recovery • when using this model, individuals rarely feel helpless or out of control and feel empowered and enabled • The interaction between the three major factors (biological, psychological, sociological) it proposes that we need good mental and emotional health in order to maintain a healthy lifestyle. Controlling our mental health, as well as the effects society can have on us, can help in disease prevention. This is cost-effective, as prevention is often better than cure in many cases. <p>Credit any other valid response.</p>				

Band	AO3
3	<p style="text-align: center;">5-6 marks</p> <p>A very good response which:</p> <ul style="list-style-type: none"> • considers a range of features of the biopsychosocial model showing a clear understanding of the approach • includes detailed discussion of the main features of the biopsychosocial model in relation to health, well-being and disability
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which:</p> <ul style="list-style-type: none"> • considers of features of the biopsychosocial model showing an understanding of the approach • includes discussion of the features of the biopsychosocial model in relation to health, well-being and/or disability
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which:</p> <ul style="list-style-type: none"> • considers, in simple terms, some features of the biopsychosocial model • includes basic discussion of the features that the biopsychosocial model in relation to health, well-being or disability
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
3.	<p><i>Preventative measures such as a vaccination programme can be used to reduce the spread of an infectious disease.</i></p> <p><i>Consider how preventative measures can be made more effective by education and family/community support.</i></p>			10	10
	<p>Answers may refer to:</p> <p>Education could support preventative measures by:</p> <ul style="list-style-type: none"> • providing accurate knowledge which can lead to better lifestyle choices • a range of suitable activities and materials can be provided that are specifically aimed at the learner's age and ability in order to convey the correct information and aid understanding • providing a suitable environment in which to encourage behavioural change on a large scale so that following preventative measures becomes the norm • encouraging peer group discussion of the importance of issues which provides social support to empower individuals to adopt preventative measures • establishments adopting a "whole-school approach" where there is coherence between the school's policies and practices and preventative measures <p>Family/community support could support preventative measures by:</p> <ul style="list-style-type: none"> • developing and maintaining attitudes, values, and behaviours related to health promotion of its members • encouraging and supporting the individual members to engage in preventative measures • raising awareness of risks and consequences of not following advice and guidance in relation to health issues • being positive role models to other family/community members by following advice and guidance <p>The preventative measures introduced included e.g.:</p> <ul style="list-style-type: none"> • stay at home to help stop diseases such as coronavirus (COVID-19) spreading, leaving the house for very limited purposes only • vaccination programmes • screening • stress management <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • perceptive and informed judgements about how preventative measures could be made more effective by education and family/community support • confident and detailed consideration of preventative measures.
3	<p style="text-align: center;">6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • reasoned judgements about how preventative measures could be made more effective by education and family/community support • thorough consideration of preventative measures.
2	<p style="text-align: center;">3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • generally valid judgements about how preventative measures could be made more effective by education and family/community support • straightforward consideration of preventative measures.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • some valid judgements about how preventative measures could be made more effective by education and family/community support • little consideration of preventative measures.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
4.	<p><i>Joe is 75 years old and lives alone. He lives with asthma and whilst at a recent clinic appointment the asthma nurse told him about the “Keep Well, Keep Warm, Keep Safe” initiative being run by the Welsh Government.</i></p> <p><i>Explain the role of the “Keep Well, Keep Warm, Keep Safe” initiative in improving the health, well-being and resilience of older people in Wales.</i></p>		8		8
	<p>Answers may refer to:</p> <p>“Keep Well, Keep Warm, Keep Safe” is a Welsh Government programme which aims to improve winter health and well-being and resilience of older people in Wales and reduce winter pressures on health and social services by:</p> <ul style="list-style-type: none"> • involving a co-ordinated approach between health and care services, third sector organisations (e.g. Age Cymru) to improve the health and well-being of vulnerable individuals in the Welsh population including older people • providing help and advice and signposting for older people to get information regarding: <ul style="list-style-type: none"> ○ general health advice ○ how to contact a doctor or pharmacy out of hours ○ influenza vaccination (flu prevention) ○ pneumococcal vaccination (pneumonia prevention) ○ Steady On, Stay Safe (falls prevention) ○ Nest (warm homes programme) ○ advice and guidance on grants, benefits, winter fuel payments and cold weather payments and how to make the home more energy efficient ○ advice about how to support an older relative or member of the community <p>Credit reference to Joe in relation to his age and/or conditions.</p> <p>Credit any other valid response.</p>				

Band	AO2
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the role of “Keep Well, Keep Warm, Keep Safe” in improving the health, well-being and resilience of older people in Wales. • a confident grasp of a range of ways “Keep well, Keep warm, Keep Safe” can contribute towards the improvement of older people’s health, well-being and resilience
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> • sound knowledge and understanding of the role of “Keep Well, Keep Warm, Keep Safe” in improving the health, well-being and resilience of older people in Wales • a secure grasp of the ways “Keep well, Keep warm, Keep Safe” can contribute towards the improvement of older people’s health, well-being and resilience
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> • generally clear knowledge and understanding of the role of “Keep Well, Keep Warm, Keep Safe” in improving the health, well-being and/or resilience of older people in Wales • a generally secure grasp of some ways “Keep well, Keep warm, Keep Safe” can contribute towards the improvement of older people’s health, well-being and/or resilience
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of the role of “Keep Well, Keep Warm, Keep Safe” in improving the health, well-being or resilience of older people in Wales • some grasp of at least one way “Keep well, Keep warm, Keep Safe” can contribute towards the improvement of older people’s health, well-being or resilience
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
5.	<p><i>Organising promotional events is one method used to provide information to encourage individuals to improve their health, well-being and resilience.</i></p> <p><i>Describe three other methods that can be used to provide information to individuals to improve their health, well-being and resilience.</i></p>	6 [2,2,2]			6
	<p>Award up to 2 marks for each method</p> <p>Award 1 mark for identification of a method that can be used to provide information to individuals to improve their health, well-being and resilience.</p> <p>Award 2 marks for a good description showing clear knowledge and understanding of a method that can be used to provide information to individuals to improve their health, well-being and resilience.</p> <p>Answers may refer to:</p> <p>Mass media – any printed or audio-visual material designed to reach a mass audience. This includes newspapers, magazines, radio, television, billboards.</p> <p>Social media – e.g. Facebook, Twitter and other social media applications which are accessed via computer/laptops and mobile phones, this method usually appeals to a younger audience.</p> <p>Posters – can be displayed in wide range of locations both inside and outdoor and need to be eye catching to attract attention.</p> <p>Leaflets – can be widely distributed to all households and left in public locations for people to pick up and read.</p> <p>These methods can be used to provide information to individuals to change their health and well-being and resilience by:</p> <ul style="list-style-type: none"> • increasing awareness and knowledge • changing and reinforcing attitudes • maintaining interest • providing cues for action • demonstrating simple skills <p>Credit any other valid response.</p>				

Question		Answer	AO1	AO2	AO3	Total mark
6.	(a)	<p><i>The Welsh Government collects data about the mental health and well-being of young people in Wales.</i></p> <p><i>Outline how this data can support the need for health and well-being campaigns for children and young people in Wales.</i></p>	6			6
		<p>Answers may refer to:</p> <p>Data collected the mental health and well-being of young people in Wales supports the need for health and well-being campaigns for children and young people in Wales because:</p> <ul style="list-style-type: none"> • the data shows that specialist Child and Adolescent Mental Health Service in Wales (CAMHS) is under more pressure than ever before • mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives • young adults aged 18-25 years had the highest prevalence of serious mental illness amongst the population in Wales • the data highlights that early intervention and education is necessary to improve health and well-being • the data shows that there are many factors that affect mental health and well-being (e.g. poverty, education, employment, social isolation, drugs, alcohol) of young people and that health and well-being campaigns are necessary to tackle each of these to improve the mental health and well-being of young people • early intervention and education are positive ways of improving mental health and well-being • it can ensure the sustainability of services and forward planning. <p>Credit any other valid response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good outline which:</p> <ul style="list-style-type: none"> • shows thorough knowledge and understanding of data about the mental health and well-being of children and young people in Wales • clearly illustrates how the data can support the need for health and well-being campaigns for children and young people in Wales.
2	<p style="text-align: center;">3-4 marks</p> <p>A good outline which:</p> <ul style="list-style-type: none"> • shows generally secure knowledge and understanding of data about the mental health and well-being of young people in Wales • illustrates how the data can support the need for health and well-being campaigns for children and/or young people in Wales
1	<p style="text-align: center;">1-2 marks</p> <p>A basic outline which:</p> <ul style="list-style-type: none"> • shows some knowledge and understanding of data about the mental health and well-being of children and young people in Wales • little illustration of how the data can support the need for health and well-being campaigns for children or young people in Wales
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total mark
6.	(b)	<i>Assess the main benefits and limitations of the roles undertaken by educational workers in promoting the health, well-being and resilience of children and young people in Wales.</i>			8	8
		<p>Answers may refer to:</p> <p>the main benefits and limitations of the roles undertaken by educational workers in promoting the health, well-being and resilience of children and young people in Wales including:</p> <p>Benefits:</p> <ul style="list-style-type: none"> • a captive audience is in situ • a whole school approach can be taken, and many young people can be targeted at the same time • expertise/knowledge: have extensive knowledge, up-to-date training, access to resources and allow for delivery to be adapted and differentiated • knowledge of the individual: will have a working relationship with the target audience • young people are more likely to accept advice and guidance from people they trust and respect, such as educational workers • provide a supportive setting for young people sharing a common goal or problem • peer group discussion can enable understanding <p>Limitations:</p> <ul style="list-style-type: none"> • young people may be resistant to following advice and guidance • there may not be enough time to give individuals as much support as they need • financial constraints may mean that there are insufficient resources/time allocated to delivery or training • may not be able to target everyone in need e.g. if young person is absent from school. • Constraints may mean that only a limited option of delivery is offered which may not be suitable for all young people in the target audience. <p>Answers may refer to individuals working in education with a role in promoting health, well-being and resilience of young people e.g. teaching assistants, learning support assistants and child/youth workers.</p> <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent assessment which demonstrates:</p> <ul style="list-style-type: none"> • perceptive and informed judgements about a range of benefits and limitations of the roles undertaken by educational workers in relation to the promotion of health, well-being and resilience of young people in Wales. • confident and detailed engagement with the possible contributions of individuals working in education to the promotion of individuals' health, well-being and resilience.
3	<p style="text-align: center;">5-6 marks</p> <p>A good assessment which demonstrates:</p> <ul style="list-style-type: none"> • reasoned judgements about a range of benefits and limitations of roles undertaken by educational workers in relation to the promotion of health, well-being and resilience of young people in Wales. • thorough engagement with the possible contributions of individuals working in education to the promotion of individuals' health, well-being and resilience
2	<p style="text-align: center;">3-4 marks</p> <p>A basic assessment which demonstrates:</p> <ul style="list-style-type: none"> • generally valid judgements about some benefits and/or limitations of the roles undertaken by educational workers in relation to the promotion of health, well-being and/or resilience of young people in Wales. • straightforward engagement with the possible contributions of individuals working in education to the promotion of individuals' health, well-being and/or resilience
1	<p style="text-align: center;">1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • some judgement(s) about a small number of benefits or limitations of the role(s) undertaken by educational workers in relation to the promotion of health, well-being or resilience of young people in Wales. • little engagement with the possible contributions of individuals working in education to the promotion of individuals' health, well-being or resilience
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
7.	<p><i>Having high cholesterol may be due to multi-factorial inherited disease and is a potential modifiable risk factor to health, well-being and resilience.</i></p> <p><i>Explain the risk of two other potential modifiable risk factors to health, well-being and resilience.</i></p>		8		8
	<p>Answers may refer to:</p> <p>Multi-factorial inherited diseases refer to those common medical problems such as heart disease, high blood pressure, Type 2 diabetes, which do not have a single genetic cause. They are likely associated with the effects of multiple genes in combination with lifestyle and environmental factors.</p> <p>High blood pressure:</p> <ul style="list-style-type: none"> • puts extra strain on the heart and blood vessels. This extra strain increases the risk of a heart attack or stroke. • Can also cause heart and kidney disease • is closely linked to some forms of dementia. • can cause hardening and thickening of the arteries (atherosclerosis), which can lead to a heart attack, stroke or other complications • often leads to increased anxiety and depression <p>Type 2 diabetes:</p> <ul style="list-style-type: none"> • can impact your life expectancy. • often results in chronic conditions e.g. eye disease(retinopathy), kidney disease, cancer, gum disease, sexual problems, heart disease, failure to heal • can result in acute conditions e.g. hypoglycaemic attacks (blood glucose too low), hyperglycaemic attacks (blood glucose too high), diabetic ketoacidosis (a life-threatening emergency where the lack of insulin and resulting high blood sugars leads to the build-up of ketones) • results in life-style changes e.g. having to administer insulin and check blood sugars at regular intervals throughout the day, having to change diet, eat at regular times, take more exercise, reduce weight. • often leads to increased anxiety and depression 				

Question	Answer	AO1	AO2	AO3	Total mark
	<p>Heart disease:</p> <ul style="list-style-type: none"> • individuals with heart disease do not always have symptoms, so an individual may be unaware that they have the conditions. This can sometimes mean that the first time a family is aware of being affected is after a sudden cardiac death (SCD). • inherited cardiac conditions (ICC) is an umbrella term covering a wide variety of relatively rare diseases of the heart. They are also referred to as genetic cardiac conditions and can become life-threatening • improvements are being made in the early detection of ICCs and guidance on how individuals can live with their condition, • there are effective treatments which allow individuals to lead a normal life. • different conditions will require different interventions which include medication, changes to lifestyle, heart surgery • sport and physical activity have many benefits; however, vigorous levels of exercise can be dangerous for individuals with inherited heart disease <p>Also give credit for:</p> <ul style="list-style-type: none"> • obesity • smoking • alcohol/substance misuse • unsafe sex • infectious disease • loneliness and social isolation • reduced mobility <p>Credit any other valid response.</p>				

Band	AO2
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the risk of two other potential modifiable risk factors to health, well-being and resilience • a confident grasp of a range of ways in which each potential modifiable risk factor could impact on an individual's health, well-being and resilience.
3	<p style="text-align: center;">5-6 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> • sound knowledge and understanding of two other potential modifiable risk factors and the potential impact of each on health, well-being and resilience • a secure grasp of the ways in which each potential modifiable risk factor could impact on an individual's health, well-being and resilience.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • generally clear knowledge and understanding of two other potential modifiable risk factors and the potential impact of each/it on health, well-being and/or resilience • a generally secure grasp of some ways in which each potential modifiable risk factor, could impact on an individual's health, well-being and/or resilience.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of two other potential modifiable risk factors and the potential impact of each/it on health, well-being or resilience • some grasp of at least one way in which each potential modifiable risk factor could impact on an individual's health, well-being or resilience.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
8.	<p><i>Social and economic determinants may contribute towards inequalities in health and well-being.</i></p> <p><i>Describe the main features of living and working conditions that may influence health and well-being and consider how these features contribute towards inequalities in outcome-focused care.</i></p>	6		8	14
	<p>Answers may refer to:</p> <p>Living conditions:</p> <ul style="list-style-type: none"> • healthy homes promote good physical and mental health • cold indoor conditions have been associated with poorer health • extreme low and high temperatures have been associated with increased mortality, especially among vulnerable populations such as the elderly • overcrowded and poor living conditions can contribute to the spread of airborne diseases such as tuberculosis and respiratory infections such as pneumonia • a lack of clean water and sanitation can also contribute to poor health and increases mortality • affect physical health and well-being, social health and well-being and psychological health and well-being • access to health, care and welfare services, education, shops and public recreation, leisure facilities, public transport • adequate protection from fire, accidents and injury • proximity to busy roads can increase air pollution increasing the chance of developing respiratory diseases <p>Working conditions:</p> <p>Certain jobs pose risks and hazards that need to be managed, for example:</p> <ul style="list-style-type: none"> • manual work (e.g. working with vibrating tools, working in a noisy environment, inhaling fumes that can cause respiratory problems). • healthcare (e.g. stress due to workloads and long hours, shift work, unhealthy life choices due to pressures of work). • sedentary office jobs (e.g. MSDs and 'sitting disease' – metabolic syndrome and the negative effects of a sedentary lifestyle) 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • The culture of the workplace, some workplaces promote a 'work till you drop' ethos in which it is considered normal to work through breaks or do overtime, whilst others encourage staff to take regular breaks in order to help them relax and to boost morale. In some jobs, however, such as in healthcare environments, it can be very difficult to schedule breaks because of the unpredictable nature of workloads and the time-sensitivity of the work being done • Certain working conditions can cause psychosocial risk: <ul style="list-style-type: none"> ○ excessive workloads (what is 'excessive' for one person may not be excessive for another; but a person might be considered to be struggling if deadlines are being missed, the quality of work is suffering or if the person is feeling stressed or anxious about the work that needs to be completed) ○ poor management (lack of support and communication, poorly managed organisational change) ○ poor working relationships with colleagues ○ zero-hour contract workers may feel under pressure to work when asked in fear of losing their jobs <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>There are no Band 4 marks for this assessment objective. 6 marks are awarded as for Band 3.</p>	<p>7-8 marks</p> <ul style="list-style-type: none"> • An excellent response which demonstrates: <ul style="list-style-type: none"> ○ perceptive and informed judgements about how living and working conditions contribute towards inequalities in outcome-focused care ○ confident and detailed engagement with the concept of living and working conditions and their potential impact upon care provision <p>The candidate's response is clearly expressed and shows accurate use of a broad range of terminology. Writing is very well structured and highly organised using accurate grammar, punctuation and spelling.</p>
3	<p>5-6 marks</p> <ul style="list-style-type: none"> • A very good response which shows thorough knowledge and understanding of the main features of living and working conditions that may influence health and well-being 	<p>5-6 marks</p> <ul style="list-style-type: none"> • A good response which demonstrates: <ul style="list-style-type: none"> ○ reasoned judgements about how living and working conditions contribute towards inequalities in outcome-focused care ○ thorough engagement with the concept of living and working conditions and their potential impact upon care provision <p>The candidate's response is clearly expressed and shows accurate use of terminology. Writing is well structured using mostly accurate grammar, punctuation and spelling.</p>
2	<p>3-4 marks</p> <ul style="list-style-type: none"> • A good response which shows generally secure knowledge and understanding of some features of living and/or working conditions that may influence health and well-being 	<p>3-4 marks</p> <ul style="list-style-type: none"> • A basic response which demonstrates: <ul style="list-style-type: none"> ○ generally valid judgements about how living and/or working conditions contribute towards inequalities in outcome-focused care ○ straightforward engagement with the concept of living and/or working conditions and their potential impact upon care provision <p>The candidate's response is adequately expressed and shows appropriate use of terminology. Writing is mainly well structured using reasonably accurate grammar, punctuation and spelling.</p>

Band	AO1	AO3
1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • A basic response which shows some knowledge and understanding, in general terms, of some features of living or working conditions that may influence health and well-being 	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • A limited response which demonstrates: <ul style="list-style-type: none"> ○ some valid judgements about how living or working conditions contribute towards inequalities in outcome-focused care ○ little engagement with the concept of living or working conditions and their potential impact upon care provision <p>The candidate's response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question			Specification content (main focus)				Mark allocation			
			Section			Part	Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
			2.1.1	2.1.2	2.1.3					
1.				8		(c)	8	8	0	0
2.	(a)		6			(c)	6	6	0	0
	(b)		6			(b)	6	0	0	6
3.					10	(a)	10	0	0	10
4.					8	(e)	8	0	8	0
5.					6	(d)	6	6	0	0
6.	(a)			6		(b)	6	6	0	0
	(b)				8	(f)	8	0	0	8
7.					8	(b)	8	0	8	0
8.			6	8		(a) (a)	14	6	0	8
Total marks			18	22	40		80	32	16	32