



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

Health and Social Care

Assessment Unit AS 3

assessing

Unit 3: Health and Well-being

[A3H31]

FRIDAY 12 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the markscheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 (a) Define the following terms. (AO1)

Stress-related illness

Answers may address some of the following points:

- Stress-related illness refers to a set of symptoms which directly result from exposure to short-term or long-term stressors
- Symptoms of stress-related illness may include: headaches, stomach problems, anxiety and depression, loss of libido, fatigue, tearfulness, palpitations, chest pain
- Symptoms of physical or mental illness which can be directly related to stress – these are symptoms which would be absent or significantly reduced if the levels of stress were reduced such as irritability, tiredness and minor infections
- Impact of stress on the body, e.g. the immune system, the digestive system

All other valid responses will be given credit.

[1] mark for use of key phrase/s [2] for full definition.

Health

Answers may address some of the following points:

- Health is a positive concept that suggests well-being as opposed to illness or disease
- It is generally agreed that there is more than one dimension to health – physical, social, emotional, mental, spiritual, environmental
- Health is the absence of disease/not just the absence of disease

All other valid responses will be given credit.

[1] mark for use of key phrase/s [2] for definition.

(2 × [2])

[4]

(b) Terri has a healthy diet. Explain two ways this should impact on her physical health and well-being. (AO1, AO2)

Answers may address two of the following points:

- Increased dietary fibre reduces the risk of bowel disorders, e.g. colon cancer
- Eating the recommended 5 a day of fruit and vegetables should mean Terri is at lower risk of chronic diseases, such as cardiovascular disease and cancer
- Appropriate levels of calcium in her diet can protect Terri from osteoporosis in later life
- Sources of iron in the diet reduce the risk of anaemia for Terri
- Low levels of saturated fat in the diet can reduce Terri's risk of high blood pressure, heart disease and obesity
- Limiting her intake of red meats can protect Terri from colon cancer
- Limiting salt intake reduces her risk of hypertension
- Limiting sugar intake reduces the risk of obesity, dental caries and Type II diabetes
- Essential fatty acids in her diet contribute to Terri's brain development

- A healthy diet will strengthen the immune system and help the body resist/fight infection

All other valid responses will be given credit.

[1] mark for use of key phrase/s [2] for explanation.

(2 × [2])

[4]

- (c) Explain two ways Terri's good physical health may impact on her psychological well-being. (AO1, AO2)

Answers may address two of the following points:

- Terri may have high self-esteem – as she looks and feels well she may have a positive self-concept
- Terri may have a sense of autonomy – she may feel that she is in control of her life because the lifestyle choices she is making are resulting in good health
- She may experience positive emotions, e.g. happiness, freedom from worry and anxiety
- She may feel confident and be able to cope with the demands of daily life

All other valid points will be given credit.

[1] mark for use of key phrase/s, [2] marks for explanation.

(2 × [2])

[4]

- (d) Discuss how each of the following factors might impact on Terri's physical health. (AO1, AO2, AO3)

Her gender

Answers may address some of the following points:

- As a woman, Terri is likely to live longer than a man and as a result is at greater risk of developing a long term illness in later life, e.g. Type 2 diabetes, arthritis (i.e. there are higher rates of morbidity for women)
- Terri will experience the menopause with the likelihood of physical side effects such as night sweats and hot flushes, leading to disturbed sleep patterns and tiredness
- She may go through one or more pregnancies and associated physical changes, e.g. hormone changes, weight gain, possible gynaecological problems
- Being female puts Terri more at risk than men of particular types of illness or disease, e.g. breast cancer is the second highest killer of women and affects only small numbers of men: women are more prone to osteoporosis than men (these can be accepted as separate points), more prone to anaemia

All other valid points will be given credit.

[1] for key phrase/s, [2] for adequate discussion, [3] for fuller discussion.

The pollution in the city centre where she lives and works

Answers may address some of the following points:

- Vehicles and factories releasing toxic fumes into the atmosphere can mean she is at risk of developing respiratory infections such as bronchitis
- In more severe cases the long-term effects of air pollution can include chronic respiratory disease, lung cancer, heart disease, and even damage to the brain, nerves, liver, or kidneys
- Noise pollution, e.g. from traffic, can disrupt sleep patterns leaving her tired and lethargic

All other valid responses will be given credit.

[1] for key phrase/s, [2] for adequate discussion, [3] for fuller discussion.

(2 × [3])

[6]

- (e) Use the subheadings below to discuss two other ways individuals can take responsibility for their own health and well-being. (AO1, AO2, AO3)

Accessing health and social care services

Answers may address some of the following points:

- Attending for regular check-ups, e.g. dental check-ups every six months or taking an infant to weekly ‘baby clinics’ run by health visitors
- Responding to invitations for screening, e.g. for breast cancer in women over fifty
- Making GP appointments before a health condition deteriorates too much, e.g. seeing GP about a chest infection
- Taking up opportunities for health checks offered at work or through voluntary organisations, e.g. blood pressure checks conducted by occupational nurse or breast screening offered by a cancer charity
- Attending appointments with a social worker, e.g. for help with a family crisis

All other valid points will be given credit.

[1] for key phrase/s, [2] for adequate discussion, [3] for fuller discussion.

Self advocacy

Answers may address some of the following points:

- Asking a G.P. for a referral to a specialist, e.g. a gynaecologist or neurologist
- Asking a hospital doctor for a second opinion, e.g. referral to another specialist
- Researching one’s own condition and possible treatments in libraries or the internet and requesting the most up-to-date treatment

All other valid points will be given credit.

[1] for key phrase/s, [2] for adequate discussion, [3] for fuller discussion.

(2 × [3])

[6]

- (f) Analyse how hospital staff can meet the physical, intellectual and emotional needs of patients in their care. (AO1, AO2, AO3, AO4)

Answers may address the following points:

- Physical needs include nutrition, warmth, medication, and mobility. Discussion of how the needs could be met by hospital staff must be clearly linked to the needs identified, e.g. need for nutrition could be met by providing patients with nutritious balanced meals and providing them with choices which will encourage them to eat well
- Intellectual needs include mental stimulation, knowledge needs, and language needs. Discussion of how the needs could be met by hospital staff must be clearly linked to the needs identified, e.g. knowledge needs could be met by staff sending patients home with a leaflet explaining how to look after their wound
- Emotional (psychological) needs include a sense of safety and security, need to feel cared for, the need for respect and spiritual/religious needs. Discussion of how the needs could be met by hospital staff must be clearly linked to the needs identified, e.g. need for respect could be met by staff asking patients about how they are feeling, listening carefully to their responses and empathizing with them

All other valid points will be given credit.

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[4])

Overall impression: basic

- Displays limited knowledge of how hospital staff can meet the physical, intellectual and emotional needs of patients in their care
- Answers may discuss only one type of need (physical, intellectual, or emotional) or list points
- Limited discussion
- Quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- Displays adequate knowledge of how hospital staff can meet the physical, intellectual and emotional needs of patients in their care
- There must be a discussion of at least two types of needs (physical,

- intellectual, or emotional) to achieve at this level
- Adequate discussion
- Quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- Displays competent knowledge of how hospital staff can meet the physical, intellectual and emotional needs of patients in their care
- There must be a discussion of all three types of needs (physical, intellectual, emotional) to achieve at this level
- Competent discussion
- Quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

AVAILABLE
MARKS

36

- 2 (a) Complete the table to identify the health promotion approach taken in each example. (AO1, AO2)

Example	Health promotion approach
A radio advertisement encourages people to get active by walking instead of using the car.	Behaviour change
The government introduces a new law to ban smoking in cars where children are passengers.	Social/social change
A leaflet uses lots of facts and statistics to explain the negative health effects of a poor diet.	Educational

(3 × [1])

[3]

- (b) Describe the fear arousal approach to health promotion. (AO1, AO2, AO3)

Answers may address some of the following points:
This approach attempts to gain the target audience's attention by providing them with frightening images or statistics in an effort to change their health behaviour. A good example is the 'Stop Smoking' campaigns that use images such as clogged arteries and blackened lungs.

All other valid points will be given credit.
[1] for key phrase/s, [2] for adequate description, [3] for fuller description.

(1 × [3])

[3]

- (c) Describe and evaluate the medical approach to health promotion, using the headings below. (AO1, AO2, AO3, AO4)

Description of the medical approach
Answers may address some of the following:
This approach is also sometimes referred to as the preventative approach as it aims to prevent ill health. It focuses on preventative measures such as immunization and screening and thus the role of health professionals in promoting health. Examples are 'Catch the vaccine not the flu' and the television campaign to encourage uptake of the HPV vaccine

All other valid points will be given credit.
[1] for key phrase/s, [2] for adequate description, [3] for fuller description.

(1 × [3])

[3]

Two strengths of the medical approach

Answers may address two of the following points:

- Often campaigns are based on medically sound evidence so are convincing, e.g. statistics on deaths from influenza to encourage vulnerable groups to be vaccinated
- It is expert led – features doctors and other medical workers – someone people feel they can trust with their health
- May be regarded as cost effective in that it may be cheaper to prevent disease or catch it early through screening than to treat it or treat it at an advanced stage
- Has a history of success, e.g. successful smallpox vaccination programme, measles was at a point practically eradicated
- Can be targeted specifically at risk groups, e.g. ‘Catch the vaccine not the flu’ specifically targets those most vulnerable to complications of influenza like older people or people with respiratory conditions

All other valid points will be given credit.

[1] for key phrase/s, [2] for explanation of each strength.

(2 × [2])

[4]

Two weaknesses of the medical approach

Answers may address two of the following points:

- Fear among public of side effects can put people off taking up immunizations, e.g. autism linked to MMR even though no real evidence
- This approach ignores the holistic person – social and environmental factors are not considered
- This approach reinforces medicalization of life – encourages dependency on medical profession and treatment rather than taking responsibility for own health and well-being
- People may not attend for immunizations/screening for various reasons, e.g. apathy, fear of medical interventions, being too busy
- Can be very expensive to implement in terms of personnel and equipment, e.g. breast screening

All other valid points will be given credit.

[1] for key phrase/s, [2] for explanation of each weakness.

(2 × [2])

[4]

- (d) Identify a health promotion campaign you have studied and analyse the ways it attempted to meet its objectives. (AO1, AO2, AO3, AO4)

Examples of health promotion campaigns:

- Want 2 Stop
- Mind your head
- Choose to live better
- Breast fed babies
- Be Cancer Aware
- Flu Aware NI
- Know Your Limits

All other valid health promotion campaigns will be given credit (do not accept DRD road safety campaigns)

Objectives should be clearly related to the campaign or issue – they should be measurable but do not need to be quantitative.

Analysis of how the health promotion campaign attempted to meet its objectives may address some of the following points:

- Conducted talks in schools to raise awareness
- Used shocking TV advertisements to frighten the target group, e.g. showing diseased lungs affected by smoking
- Provided information in leaflets, e.g. about negative health effects of a substance or type of food
- Used posters to get across messages about changing behaviour, e.g. showing people out walking
- Had a website giving information, e.g. explaining consequences of behaviour like the social effects of alcohol or drug abuse
- Worked directly with the target group in a relevant setting, e.g. encouraging parents in a playgroup to take responsibility for their children's dental health
- Published a magazine, e.g. giving information on how to get involved in physical activity in Northern Ireland
- Published statistics or research findings, e.g. on health benefits of particular food supplements
- Provided stories/narratives that members of target group can relate to, e.g. young people abusing alcohol on a night out
- Used radio advertising, e.g. on sexual health
- Provided helplines or support groups, e.g. to help people give up smoking
- Used social media and digital technology e.g. facebook, apps etc.
- Provided a range of merchandise to get message across, e.g. bookmarks, keyrings etc.

All other valid points will be given credit – answers must be relevant to the campaign/issue identified.

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[3])

Overall impression: limited

- Displays limited knowledge of how the health promotion campaign studied attempted to meet its objectives
- Objectives may be missing
- There is limited discussion
- Quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate

- Displays adequate knowledge of how the health promotion campaign studied attempted to meet its objectives
- There is at least some reference to objectives
- There is adequate discussion
- Quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent

- Displays competent knowledge of how the health promotion campaign studied attempted to meet its objectives (these are clearly identified)
- There is competent discussion
- Quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

26

- 3 (a) Explain two other ways health and social care trusts contribute to the health and well-being of the populations they serve. (AO1, AO2)

Answers may address any two of the following:

- Provides GP services, where patients can receive care from a range of professionals, e.g. GPs, practice nurses, health visitors and midwives
- Provides specialist professionals to look after the health and well-being of people in the local population – dieticians, occupational therapists etc. (Accept different specialists as separate points)
- Provides social services, e.g. family and childcare services like children's homes, services for older people like care homes, services for people with learning disabilities like residential care, services for people with mental health problems like day centres (accept different examples of social services as separate points)
- Provides specialist services for particular groups, e.g. people with autism, people with addictions
- Provides transport, e.g. for patients needing dialysis
- Provides information on healthy living, e.g. information on website on men's health, winter health

All other valid points will be given credit – do not accept hospital services.

[1] for key phrase/s, [2] for explanation.

(2 × [2])

[4]

- (b) (i) Outline two other examples of anti-discriminatory practice in a hospital. (AO1, AO2)

Answers may address any two of the following points:

- A member of staff being careful to face a patient who lip-reads when talking due to a hearing impairment
- A consultant using an interpreter when discussing an operation with a patient whose first language is not English
- A nurse telling a patient about how the complaints policy can be used to complain about discriminatory practice
- A hospital manager encouraging staff to use whistle-blowing procedures to report others who engage in discriminatory practices, e.g. use racist language
- A ward manager making sure staff know about and understand their responsibilities in relation to whistle-blowing, policies and procedures relevant to patients' rights
- Managers supervising inexperienced staff to help them develop their knowledge and understanding of how to value patients from all backgrounds
- Managers dealing robustly with complaints about discrimination by patients or their families
- A ward manager directly challenging staff and patients when incidents of discrimination such as use of inappropriate language occur
- A manager ensuring information is available in a variety of

- formats, e.g. in large print or different languages
- A nurse promoting advocacy, e.g. encouraging patients with learning disabilities to use the Patients' Advocate

All other valid points will be given credit – no marks for food choices based on beliefs.

[1] for use of key phrase/s, [2] for explanation.

(2 × [2])

[4]

- (ii)** Explain two ways anti-discriminatory practice impacts on the health and well-being of service users. (AO1, AO2)

Answers may address two of the following:

- Service users may feel empowered – that they have control over the situation
- Service users' self-esteem may be high – they may feel good about themselves
- Service users are likely to feel secure – happy and safe in the care setting
- Service users will feel valued – supported and cared for
- Service users' self confidence will increase – they will feel good about themselves
- Service users' rate of recovery may improve – they will be more likely to eat properly and sleep well and may get better quicker as a result
- Service users will feel they can express their opinions and may receive better care as a result as their needs can be met more easily

All other valid points will be given credit.

[1] for key phrase/s, [2] for explanation.

(2 × [2])

[4]

- (c)** The hospital has given Aaron the name of a voluntary organisation to contact when he goes home. Identify any voluntary organisation and explain two ways it contributes to the health and well-being of its service users. (AO1, AO2)

Organisation

One example, which may be one of the following:

- Age NI
- Chest Heart Stroke
- Childline
- Citizens Advice Bureau
- Barnardos
- Diabetes UK
- Disability Action
- Gingerbread
- Hurt
- Mencap
- Niamh

- NICEM
- Northern Ireland Hospice
- NSPCC
- Praxis
- Samaritans
- Scope
- Silverline
- The Stroke Association
- St Vincent de Paul

All other valid examples will be given credit.

(1 × [1])

[1]

Two ways it contributes to health and well-being

Answers may address two of the following:

- Provides care services, e.g. respite for parents or day centres for older adults or adults with mental illnesses or learning disabilities, or creches for children from disadvantaged backgrounds
- Provides education, e.g. helps adults with learning disabilities to develop numeracy, literacy and other skills
- Provides information and advice, e.g. about benefit entitlement or information on educational support for parents of children with learning disabilities such as autism
- Provides advocacy, e.g. supports an individual to access appropriate health care or to gain access to day care
- Provides support with day to day living, e.g. runs a befriending scheme where volunteers go shopping or out for social activities with an individual with learning disabilities or a mental illness
- Provides nursing care, e.g. at home or in a hospice for people with cancer
- Provides counselling, e.g. for families with relationship problems, young people with addictions, people trying to cope with bereavement etc.
- Raises awareness of the needs of particular groups, e.g. runs a campaign to encourage anti-discriminatory practice such as an anti-bullying campaign or to promote inclusion in the workforce for people with learning disabilities
- Lobbies government, e.g. tries to persuade MPs to provide and finance better services or to improve legislation to prevent discriminatory practice for ethnic minorities
- Conducts and publishes research, e.g. on a medical condition such as heart disease or on the circumstances of groups like carers
- Runs health promotion campaigns, e.g. to raise awareness of mental health problems
- Provides helplines, e.g. for people who are worried about a diagnosis of a particular condition or for people in mental distress
- Runs support groups, e.g. for people wishing to give up smoking
- Provides financial or practical help, e.g. food parcels, temporary accommodation, vouchers for fuel

All other valid points will be given credit.

[1] for key phrase/s, [2] for explanation.

(2 × [2])

[4]

- (d) Aaron's stroke has come as a shock to both himself and his family. Discuss how Aaron's ill health might impact on the following. (AO1, AO2, AO3)

His employment

Answers may address some of the following points:

- Aaron could lose his job due to being absent over a long period of time – few jobs will be kept open for more than a year so if Aaron is unable to return to work before that he may have to leave
- He may have to go part-time if too ill to manage full-time employment, e.g. due to tiredness, lack of mobility
- Aaron's chances of promotion at work could be reduced if he is off for a long time – may be regarded as unreliable because of his sick record
- Aaron may have to engage in a different type of employment, e.g. if he was doing a very physically demanding job he may never be well enough to go back and may need to consider an alternative
- Aaron may find it difficult to find a new job – he may face discrimination in applying for new jobs if references from previous employers show a high level of absence – may not be invited for interview

All other valid points will be given credit.

[1] for key phrase/s, [2] for adequate discussion, [3] for fuller discussion.

His children's education

Answers may address some of the following points:

- His children may be worried and lose concentration at school, which will have a negative impact on their educational achievement
- They may also miss days of school or college as they may be needed to help look after Aaron
- They may spend less time on their homework and revision as they are spending time with him and helping their mother and so perform less well than they otherwise would have in their exams
- As Aaron is at home, he may encourage his children to do their homework so they may perform better at school

All other valid points will be given credit.

[1] for key phrase/s, [2] for adequate discussion, [3] for fuller discussion.

His family's relationships

Answers may address some of the following points:

- His family may experience stress and tension in their relationships with each other caused by worrying about him
- Children may spend less time with their own friends due to Aaron's ill-health and the same may be true for his wife

- His family members may become very close to family friends and extended family members who help them out due to his ill health

All other valid points will be given credit.

[1] for key phrase/s, [2] for adequate discussion, [3] for fuller discussion.

(3 × [3])

[9]

- (e) Analyse the potential impact of misusing alcohol on Sarah's physical, social and psychological health and well-being. (AO1, AO2, AO3, AO4)

Answers may address some of the following points:

Physical health and well-being:

- Short term effects of alcohol misuse may include dehydration, nausea, headaches etc. for Sarah
- Alcohol misuse can lead to a whole variety of health problems for her in the longer term: diabetes, inflammation of the pancreas, internal bleeding, weakening of the heart, high blood pressure and stroke
- Alcohol can also lead to physical injuries due to accidents, such as trips and falls or even death, e.g. due to drink driving
- Alcohol can lead to deterioration of her nervous system – people who drink heavily can suffer from loss of balance, numbness of the feet and hands, tremor and blindness
- The organ of the body most at risk from excess alcohol is the liver, which may become progressively damaged through a condition known as cirrhosis, which may lead to liver failure, liver cancer and death for Sarah

Social health and well-being

- People who abuse alcohol are more likely to stay in their homes while drinking to try to disguise their problem, so Sarah may become quite isolated
- Sarah's drinking may lead to family arguments and even family breakdown
- The physical effects of her drinking may mean she gives up activities she previously engaged in, cutting her off from people she used to see
- Extended family members and some friends may stay away from Sarah as they feel embarrassed by her behaviour
- Some friends may rally round to try and help her – they may suggest she goes to an organization like AA where she can meet new friends who understand what she is going through
- People who abuse alcohol are more likely to engage in anti-social behaviour

Psychological health and well-being

- Sarah may develop brain damage due to the amount of alcohol she consumes and so may have problems with her memory and with information processing

- She may feel shame and guilt because of her drinking and the problems it causes, which can lead to low self-esteem and even self-loathing
- Alcohol is often associated with feelings of anger, which can range from being touchy and irritable to explosive, violent outbursts
- Anxiety is common in people who misuse alcohol, ranging from feeling generally fearful, to loss of trust and paranoia
- Sarah is at risk of developing alcohol-induced depression, ranging from feeling very down and helpless to being suicidal
- Sarah is at risk of becoming psychologically dependent on alcohol, may feel she cannot do without it.

All other valid points will be given credit.

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[4])

Overall impression: basic

- Displays limited knowledge of the potential impact of misusing alcohol on Sarah's physical, social and psychological health and well-being
- Answers may discuss only one aspect of health and well-being (physical, social or psychological) or list points
- Limited discussion
- Quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- Displays adequate knowledge of the potential impact of misusing alcohol on Sarah's physical, social and psychological health and well-being
- There must be a discussion of at least two aspects of health and well-being (physical, social or psychological) to achieve at this level
- Adequate discussion
- Quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- Displays competent knowledge of the potential impact of misusing alcohol on Sarah's physical, social and psychological health and well-being

- There must be a discussion of all three aspects of health and well-being (physical, social and psychological) to achieve at this level
- Competent discussion
- Quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

Total

**AVAILABLE
MARKS**

38

100