

GCSE

Health and Social Care

Unit **A912**: Understanding Personal Development and Relationships

General Certificate of Secondary Education

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Used in the detailed Mark Scheme (including abbreviations), which are used when marking:

Annotation	Meaning
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point

Question		Answer	Mark	Guidance												
1	a	<p>ONE mark for identifying a <u>different</u> effect on self-concept THREE required ONE mark for identifying the factor THREE required</p> <table border="1"> <thead> <tr> <th>Example</th> <th>Effect on self-concept</th> <th>Factor</th> </tr> </thead> <tbody> <tr> <td>Manjit has developed acne</td> <td>Low self esteem Low self-image Self-conscious Embarrassed Sad</td> <td>APPEARANCE / PHYSICAL APPEARANCE</td> </tr> <tr> <td>Maria is a Muslim and she chooses to cover her head and face when out in public.</td> <td>Proud Secure / insecure Self-aware Feelings of self-worth Positive sense of identity Feeling vulnerable</td> <td>CULTURE / RELIGION</td> </tr> <tr> <td>Mark has gone through a painful divorce.</td> <td>Pessimistic / optimistic Feeling worthless Happier Depressed Feel bereaved Guilty</td> <td>RELATIONSHIPS</td> </tr> </tbody> </table>	Example	Effect on self-concept	Factor	Manjit has developed acne	Low self esteem Low self-image Self-conscious Embarrassed Sad	APPEARANCE / PHYSICAL APPEARANCE	Maria is a Muslim and she chooses to cover her head and face when out in public.	Proud Secure / insecure Self-aware Feelings of self-worth Positive sense of identity Feeling vulnerable	CULTURE / RELIGION	Mark has gone through a painful divorce.	Pessimistic / optimistic Feeling worthless Happier Depressed Feel bereaved Guilty	RELATIONSHIPS	<p>6 3 x 1 3 x 1</p>	<p>For the identification of factors only those given will be accepted. If the factor has been given as part of a phrase or description then still award the mark.</p> <p>The word different has been used in the question – only allow one identification of the effect on self-concept once. The key words given can be interchangeable. Check that the effect is in context.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • The phrases this would increase / decrease self-concept. • reversal of effects, e.g. increased / lowered self-esteem – this would be classed as repetition • confidence as this would be seen as repetition • the following – lonely, upset, isolated, stress <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. See page 3 for further guidance.</p>
Example	Effect on self-concept	Factor														
Manjit has developed acne	Low self esteem Low self-image Self-conscious Embarrassed Sad	APPEARANCE / PHYSICAL APPEARANCE														
Maria is a Muslim and she chooses to cover her head and face when out in public.	Proud Secure / insecure Self-aware Feelings of self-worth Positive sense of identity Feeling vulnerable	CULTURE / RELIGION														
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Question		Answer	Mark	Guidance						
1	b	<p>ONE mark for each type of relationship TWO required</p> <table border="1"> <thead> <tr> <th>Relationship</th> <th>Type of relationship</th> </tr> </thead> <tbody> <tr> <td>Employee / employer</td> <td>Working / Professional</td> </tr> <tr> <td>A civil partnership</td> <td>Sexual / intimate / Family</td> </tr> </tbody> </table>	Relationship	Type of relationship	Employee / employer	Working / Professional	A civil partnership	Sexual / intimate / Family	<p>2 2 x 1</p>	<p>Only those answers given will be accepted</p> <p>Do not accept work as a type of relationship.</p> <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. See page 3 for further guidance.</p>
Relationship	Type of relationship									
Employee / employer	Working / Professional									
A civil partnership	Sexual / intimate / Family									

Question		Answer	Mark	Guidance									
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Physical	Intellectual												
High blood pressure Stress related illness Headaches Sleep deprivation Exhaustion / tiredness	Knowledge Skills Analytical skills Work load – errors Challenges – stretching thinking skills Enhanced communication IT skills Higher order thinking skills Problem solving Decision making Discussions / sharing ideas												
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Question		Answer	Mark	Guidance
2	a	<p>TWO marks for a detailed description (2 key words) ONE mark for a simple description (1 key word)</p> <p>An increase in size. This could be height or weight / mass</p>	2	<p>Look for two key words that show an understanding of the word growth</p> <p>Do not accept getting bigger / big / broader</p> <p>Accept getting taller / tall</p>

Question		Answer	Mark	Guidance																						
2	b	<p>ONE mark for each life stage identified TWO required ONE mark for each expected physical development identified TWO required</p> <p><u>Life stages</u> – accepted answers</p> <table border="1"> <tr> <td>Fiona, age 45</td> <td>Adulthood / adult</td> </tr> <tr> <td>Sandip, age 18 months</td> <td>Infancy / Infant</td> </tr> </table> <p>Expected physical development – not a definitive list</p> <table border="1"> <thead> <tr> <th>Adulthood</th> <th>Infancy</th> </tr> </thead> <tbody> <tr> <td>Menopause</td> <td>Crawling</td> </tr> <tr> <td>Greying hair</td> <td>Walking</td> </tr> <tr> <td>Wrinkles / loss of elasticity</td> <td>Pulling self to stand</td> </tr> <tr> <td>Any early signs of ageing – use professional judgement</td> <td>Lifting head without support</td> </tr> <tr> <td></td> <td>Sitting unaided</td> </tr> <tr> <td></td> <td>Running</td> </tr> <tr> <td></td> <td>Jumping</td> </tr> <tr> <td></td> <td>Palmer grasp / pincer grip</td> </tr> </tbody> </table>	Fiona, age 45	Adulthood / adult	Sandip, age 18 months	Infancy / Infant	Adulthood	Infancy	Menopause	Crawling	Greying hair	Walking	Wrinkles / loss of elasticity	Pulling self to stand	Any early signs of ageing – use professional judgement	Lifting head without support		Sitting unaided		Running		Jumping		Palmer grasp / pincer grip	<p>4 2 x 1 2 x 1</p>	<p>Do not accept:</p> <ul style="list-style-type: none"> Life stage - toddler / child for infancy Infancy - fine and gross motor skills – they need to be precise, i.e. running, using the palmar grasp For both life stages do not accept development of teeth. <p>If the life stage is incorrect but the physical development is correct then this can be marked.</p> <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. See page 4 for further guidance.</p>
Fiona, age 45	Adulthood / adult																									
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2	c	<p>Many candidates may give examples of activities which they will do at school – ensure that within their answers they explain the aspect of development being illustrated. These lists are not definitive:</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Team sports – gross motor skills Cardiovascular activities – stamina Hand eye co-ordination Fine / gross motor skills Tiredness</td> <td>Knowledge – colours / words Skills – writing sentences Mathematical skills Listening Speaking Drawing Reading Increase in vocabulary</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Happy Sad Disappointed Afraid Proud Scared Confident Nervous Separation Anxiety</td> <td>Sharing Interactions with one another Making friends / falling out Independent Bullying - consequences</td> </tr> </tbody> </table> <p>Do not accept 'will learn more things' – annotate this as: TV</p> <p>Be aware of candidates focussing solely on separation anxiety; this can be credited but should not be the focus of their whole response.</p> <p>Reference to food needs to be in context and linked to development.</p>	Physical	Intellectual	Team sports – gross motor skills Cardiovascular activities – stamina Hand eye co-ordination Fine / gross motor skills Tiredness	Knowledge – colours / words Skills – writing sentences Mathematical skills Listening Speaking Drawing Reading Increase in vocabulary	Emotional	Social	Happy Sad Disappointed Afraid Proud Scared Confident Nervous Separation Anxiety	Sharing Interactions with one another Making friends / falling out Independent Bullying - consequences	9	<p>Levels checklist</p> <p>Level 3 comprehensive analysis 3 aspects of development developed answers – dependency of effects / consequences clear understanding high level QWC – developed answers showing synthesis.</p> <p>Level 2 sound analysis (upper end) basic analysis (low end) 2 aspects of development some errors – QWC</p> <p>Level 1 1 aspect of development list like low level QWC</p> <ul style="list-style-type: none"> The number of ticks may not necessarily correspond to the marks awarded Look carefully at the descriptors and decide where the answer 'best fits' Answers given can be both positive and negative – candidates will not be penalised for focussing solely on one. <i>Do not award marks for reversing the same</i> 	<p>Level 3: 8 – 9 marks A well balanced analysis of how starting school will affect Harry's development. 3 aspects of development will be covered. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 5 – 7marks They will describe (low end) or explain (upper end) how starting school will affect Harry's development. 2 aspects of development will be covered. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. Sub max of 5 for one aspect of development done well</p> <p>Level 1: 1 – 4 marks One or two effects identified but not clearly described / explained.</p>
Physical	Intellectual												
Team sports – gross motor skills Cardiovascular activities – stamina Hand eye co-ordination Fine / gross motor skills Tiredness	Knowledge – colours / words Skills – writing sentences Mathematical skills Listening Speaking Drawing Reading Increase in vocabulary												
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Happy Sad Disappointed Afraid Proud Scared Confident Nervous Separation Anxiety	Sharing Interactions with one another Making friends / falling out Independent Bullying - consequences												

Question			Answer	Mark	Guidance
					<p><i>answer from positive in the first response to negative in the second. Annotate with 'Rep' for the second response.</i></p> <ul style="list-style-type: none"> Do not credit answers that go off on a tangent and are not relevant to starting school – annotate such responses with: SEEN <p>Annotation to use:</p> <p> Developed answer – dependency of effects / consequences.</p> <p> Effects</p> <p>List like answers should be placed in this level. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p> <p>0 marks – no response or no response worthy of credit</p>

Question		Answer	Mark	Guidance												
3	a	<p>ONE mark for each correct definition THREE required</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Ethnicity</td> <td>Denoting origin of birth or descent / relating to a race or a culture</td> </tr> <tr> <td>Menopause</td> <td>The time in a woman's life when her periods stop / no longer fertile / hormonal changes</td> </tr> <tr> <td>Redundancy</td> <td>A person no longer needed at work / becomes un-employed through no fault of their own / loose job because it no longer exists / money paid for loss of job</td> </tr> </tbody> </table>	Term	Definition	Ethnicity	Denoting origin of birth or descent / relating to a race or a culture	Menopause	The time in a woman's life when her periods stop / no longer fertile / hormonal changes	Redundancy	A person no longer needed at work / becomes un-employed through no fault of their own / loose job because it no longer exists / money paid for loss of job	3 3 x 1	<p>Candidates' language may often be different to that given within the definitions – professional judgement is needed when awarding marks.</p> <p>Do not accept:</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Redundancy</th> </tr> </thead> <tbody> <tr> <td>Any reference to religion / beliefs Any reference to a person's background or lifestyle</td> <td>Being fired for redundancy Failing to link money to loss of job Loose job on its own</td> </tr> </tbody> </table> <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. See page 3 for further guidance.</p>	Ethnicity	Redundancy	Any reference to religion / beliefs Any reference to a person's background or lifestyle	Being fired for redundancy Failing to link money to loss of job Loose job on its own
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Question		Answer	Mark	Guidance
3	b	<p>ONE mark for each correct identification TWO required</p> <p>The other sources of support are:</p> <ul style="list-style-type: none"> Partners / family Friends Voluntary – could provide specific examples e.g. gingerbread, relate, NSPCC Faith based – could provide specific examples e.g. Church, Mosque, Informal carers 	2 2 x 1	<p>The question asks for other sources of support, e.g. family and friends can be accepted as separate entities. It is acceptable to provide two examples of voluntary organisations.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> any professional carers helplines, support group or charities– these must be qualified <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. See page 3 for further guidance.</p>

Question		Answer	Mark	Guidance
3	c	<p>ONE mark for identifying the professional carer TWO marks for the explanation</p> <p>Professionals:</p> <ul style="list-style-type: none"> • GP / Doctor • Nurse • Gynaecologist • Pharmacist • Alternative therapists e.g. acupuncturist • Counsellor <p>Examples of support – this list is not definitive</p> <ul style="list-style-type: none"> • Diagnose • Prescribe, e.g. HRT • Listen • Provide information • Talk through options • Blood tests • Reassure • Monitor symptoms / how coping • Advise / provide advice • Taking blood pressure • Professional referral 	<p>3 1 x 1 1 x 2</p>	<p>The support given must match to the appropriate professional</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Services • The word support without qualification • Therapist <p>Allocation of marks for the explanation: Accurate and showing understanding = 2 marks Simple with limited understanding = 1 mark</p> <p>If the professional carer is wrong then the explanation must be marked as incorrect.</p> <p>The verb is to explain – whilst it is possible for the candidates to gain marks through identifying support, these must be written within some sentence structure. A candidate who merely identifies support can only be awarded one mark. It is acceptable to give two aspects of support.</p> <p>Note: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. See page 4 for further guidance.</p>

Question		Answer	Mark	Guidance								
3	d	<p>Many candidates may give examples of activities – ensure that within their answers they explain the aspect of development being illustrated.</p> <p>These lists are not definitive:</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Fitter – able to carry out more exercise Increase stamina Comfort eating due to boredom – putting on weight / loss of fitness More sedentary</td> <td>More spare time to extend reading / be more stimulated Able to join evening classes – extend knowledge Lack of stimulation</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Happy Sad De-motivated Stress Excited Lonely Anxious Worried Feelings linked to a lack of purpose Feelings linked to a sense of accomplishment Boredom</td> <td>Loss of social contacts / increase social contacts Loss of role / status Isolation</td> </tr> </tbody> </table> <p>Do not accept ‘will learn more things’ – annotate this as: TV</p> <p>Candidates may mention reduced finance, no marks can be awarded for stating this but credit can be given if they</p>	Physical	Intellectual	Fitter – able to carry out more exercise Increase stamina Comfort eating due to boredom – putting on weight / loss of fitness More sedentary	More spare time to extend reading / be more stimulated Able to join evening classes – extend knowledge Lack of stimulation	Emotional	Social	Happy Sad De-motivated Stress Excited Lonely Anxious Worried Feelings linked to a lack of purpose Feelings linked to a sense of accomplishment Boredom	Loss of social contacts / increase social contacts Loss of role / status Isolation	7	<p>Level 3 – checklist</p> <p>Comprehensive evaluation 3 aspects of development Developed answers – dependency of effects / consequences Clear understanding High QWC – developed answers showing synthesis</p> <p>Level 2 – checklist</p> <p>Sound evaluation (upper end) Basic evaluation (low end) Shows some understanding of the relationship between effects (upper end) 2 aspects of development Mid QWC – some errors</p> <p>Level 1 – checklist</p> <p>Identification / list like 1 / 2 positive or negatives 1 aspect of development QWC – likely to be poor</p> <ul style="list-style-type: none"> The number of ticks may not necessarily correspond to the marks awarded Look carefully at the descriptors and decide where the answer ‘best fits’ <i>Do not award marks for reversing the same answer from positive in the first response to negative in the second. Annotate with ‘Rep’ for the second response.</i> Do not credit answers that go off on a tangent and are not relevant to retirement – annotate such responses with: <p>SEEN</p> <p>E.g., if candidates start discussing being 67 and in later adulthood and the ageing process in general.</p>
Physical	Intellectual											
Fitter – able to carry out more exercise Increase stamina Comfort eating due to boredom – putting on weight / loss of fitness More sedentary	More spare time to extend reading / be more stimulated Able to join evening classes – extend knowledge Lack of stimulation											
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Question	Answer	Mark	Guidance
	make specific links to aspects of development.		Use the annotation  = positive  = negative  + Developed answer – dependency of effects / consequences.  Effects

Question		Answer	Mark	Guidance
4	a	<p>ONE mark for each subject, TWO required ONE mark for each effect, TWO required The following lists are not definitive Causes</p> <ul style="list-style-type: none"> • Ignored • Unloved • Left alone • Unwanted • Not being washed / poor hygiene practices • Not being provided with basic human needs, e.g., warmth, shelter, food <p>Physical effects</p> <ul style="list-style-type: none"> • malnutrition / malnourished /starvation • bed sores • body odour • dehydration • Hungry • Tired • Self-harming • Sleep deprivation • Death <p>Emotional effects</p> <ul style="list-style-type: none"> • Withdrawn • Insecure • Feels isolated • Aggressive - <i>because they don't want it to happen again</i> • Oppressed • Low self-confidence • Low self-esteem / self-image / self-concept • Depressed / sad • Lack of trust • Confused • Ashamed • Resilience 	4 2 x 2	<p>The verb is to explain, candidates can either:</p> <ul style="list-style-type: none"> • Give two parts to their response – the effect and its cause • Give two effects. <p>The cause and effect can be interchangeable.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Answers that are too vague, e.g. feeling down, illness, not cared for. • Reference to abuse for the cause <p>One word answers are seen as identification and cannot be awarded any marks.</p>

Question		Answer	Mark	Guidance													
4	b	<p>Examples of the effects on Heidi's physical and mental health – these lists are not definitive and can be interchangeable.</p> <p>Has asthma</p> <table border="1"> <thead> <tr> <th>Physical Health</th> <th>Mental Health</th> </tr> </thead> <tbody> <tr> <td>Breathing difficulties Lack of stamina Chest pains Coughing Tightness in chest Asthma attacks Having to use a nebuliser</td> <td>Anxious Afraid Secure in being able to cope</td> </tr> </tbody> </table> <p>Does not have a job</p> <table border="1"> <thead> <tr> <th>Physical Health</th> <th>Mental Health</th> </tr> </thead> <tbody> <tr> <td>Loss of motivation – lack of exercise / excess food – weight gain / loss / poor nutrition Stress related illnesses – digestive problems / high blood pressure</td> <td>Stress Loss of confidence in self Worry Paranoid Frustration</td> </tr> </tbody> </table> <p>Lives in poor housing conditions</p> <table border="1"> <thead> <tr> <th>Physical Health</th> <th>Mental Health</th> </tr> </thead> <tbody> <tr> <td>Breathing difficulties More prone to infections</td> <td>Anger Stress Depression Anxiety</td> </tr> </tbody> </table>	Physical Health	Mental Health	Breathing difficulties Lack of stamina Chest pains Coughing Tightness in chest Asthma attacks Having to use a nebuliser	Anxious Afraid Secure in being able to cope	Physical Health	Mental Health	Loss of motivation – lack of exercise / excess food – weight gain / loss / poor nutrition Stress related illnesses – digestive problems / high blood pressure	Stress Loss of confidence in self Worry Paranoid Frustration	Physical Health	Mental Health	Breathing difficulties More prone to infections	Anger Stress Depression Anxiety	7	<p>Levels checklist</p> <p>Level 3 comprehensive 3 factors addressed both physical and mental health developed answers – dependency of effects / consequences clear understanding high level QWC – developed answers showing synthesis.</p> <p>Level 2 sound analysis (upper end) basic analysis (low end) 2 factors addressed both physical and mental health some errors – QWC</p> <p>Level 1 1 factor addressed either physical or mental health list like low level QWC</p> <p>This is a levels of response question – marks must be awarded on the quality of the response given. The number of ticks will not necessarily correspond with the number of marks awarded</p>	<p>Level 3: 6 – 7 marks Candidates will explain how all three factors affect Heidi's physical and mental health. They will make clear links between the factors. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling</p> <p>Level 2: 3 – 5 marks Candidates will attempt to explain (upper end) describe (lower end) how at least two factors affect Heidi's physical and mental health. There will be some attempt to link factors. Answers will be factually correct but still need developing. Some correct terminology will be used. There will be some errors of grammar, punctuation and spelling.</p> <p>Sub max of 3 if candidates have only linked the factors and not given any physical or mental health effects</p> <p>Level 1: 1 – 2marks Candidates can identify /describe 1 / 2 factors and the effect on Heidi's</p>
Physical Health	Mental Health																
Breathing difficulties Lack of stamina Chest pains Coughing Tightness in chest Asthma attacks Having to use a nebuliser	Anxious Afraid Secure in being able to cope																
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Breathing difficulties More prone to infections	Anger Stress Depression Anxiety																

Question	Answer	Mark	Guidance
	<p>Do not accept:</p> <ul style="list-style-type: none"> • Becoming ill – unless qualified • Having no money for medication 		<p>Do not award any marks for repeating the factors:</p> <ul style="list-style-type: none"> • Has asthma • Does not have a job • Lives in poor housing conditions. <p>Annotation to use:</p> <p> Developed answer – dependency of effects / consequences.</p> <p> Effects or linking factors without any development of answer</p> <p>physical and mental health. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling will be noticeable and intrusive</p> <p>0 marks – no response or no response worthy of credit</p>

Question		Answer	Mark	Guidance								
4	c	<p>ONE mark for each subject, TWO required ONE mark for each effect, TWO required</p> <p>The subject and effect can be inter changeable – professional judgement will be required.</p> <p>Cause – this list is not exhaustive</p> <ul style="list-style-type: none"> • Poor mobility • Loss of dignity • Unable to work • Developing diabetes • Heat rashes • Increased risk of heart disease • Unable to exercise <p>Effects – these are not definitive</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Poor mobility Diabetes High blood pressure Increased perspiration Breathlessness Tiredness Heart attack Reduced life expectancy</td> <td>Poor attendance at school / work – reduced attainment and progress</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Loss of confidence Loss of dignity Embarrassment Frightened / scared Loss of self-worth Low self esteem Self-conscious</td> <td>Withdrawal Isolation Bullying Decreased social contacts Lack of independence</td> </tr> </tbody> </table>	Physical	Intellectual	Poor mobility Diabetes High blood pressure Increased perspiration Breathlessness Tiredness Heart attack Reduced life expectancy	Poor attendance at school / work – reduced attainment and progress	Emotional	Social	Loss of confidence Loss of dignity Embarrassment Frightened / scared Loss of self-worth Low self esteem Self-conscious	Withdrawal Isolation Bullying Decreased social contacts Lack of independence	4 2 x 2	<p>The verb is to explain, candidates can either:</p> <ul style="list-style-type: none"> • Give two parts to their response – the effect and its cause or • Give two effects. <p>The cause and effect can be interchangeable.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Answers that are too vague, e.g. feeling down, feeling unhealthy, appearance <p>One word answers are seen as identification and cannot be awarded any marks.</p>
Physical	Intellectual											
Poor mobility Diabetes High blood pressure Increased perspiration Breathlessness Tiredness Heart attack Reduced life expectancy	Poor attendance at school / work – reduced attainment and progress											
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