

REVISE BTEC NATIONAL

Health and Social Care

PRACTICE ASSESSMENTS Plus⁺

Unit 1



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Health and Social Care
UNIT 1

PRACTICE
ASSESSMENTS
Plus⁺

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A note from the publisher

These practice assessments are designed to complement your revision and to help prepare you for the external assessment. They do not include all the content and skills needed for the complete course and have been written to help you practise what you have learned. They may not be representative of a real assessment.

While the publishers have made every attempt to ensure that advice on the qualification and its assessment is accurate, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

This qualification is reviewed on a regular basis and may be updated in the future. Any such updates that affect the content of this book will be outlined at www.pearsonfe.co.uk/BTECchanges.

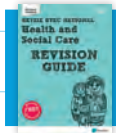
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Introduction

This book has been designed to help you to practise the skills you may need for the external assessment of BTEC National Health and Social Care – Unit 1: Human Lifespan Development. You may be studying this unit as part of the BTEC National Certificate, Extended Certificate, Foundation Diploma, Diploma or Extended Diploma in Health and Social Care.

About the practice assessments

The book contains four practice assessments for the unit, but, unlike your actual assessment, each question has targeted hints, guidance and support in the margin to help you understand how to tackle it.



Revision Guide
page 30

gives you relevant pages in the Pearson Revise BTEC National Health and Social Care Revision Guide so you can revise the essential content. This will also help you to understand how the essential content is applied to different contexts when assessed.

Hint

gets you started and reminds you of the skills or knowledge you need to apply.



Prepare

helps you think about how to approach a question, such as making a brief plan.

LEARN IT!

provides content that you need to learn such as a definition, rule or formula.



Explore

reminds you of content related to the question to aid your revision on that topic.

Watch out!

helps you avoid common pitfalls.



Time it!

appears in the final practice assessment and helps you become familiar with answering in a given time, and thinking about allocating appropriate time for different kinds of questions.

There is space within the book for you to write your answers to the questions. However, if you are planning or writing notes, or simply require more space to complete your answers, you may want to use separate paper.

There is also an answer section at the back of the book, so you can check your answers for each practice assessment.

Check the Pearson website

For overarching guidance on the official assessment outcomes and key terms used in your assessment, please refer to the specification on the Pearson website.

The practice questions, support and answers in this book are provided to help you to revise the essential content in the specification, and to help you review ways of applying your skills. The details of your actual assessment may change, so always make sure you are up to date on its format and requirements by asking your tutor, or checking the Pearson website, for the most up-to-date Sample Assessment Material, mark schemes and any past papers.

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A small bit of small print

Pearson publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it. The questions have been written to help you test your knowledge and skills. Remember: the real assessment may not look like this.



Revision Guide
pages 1 and 5

Hint

In this **identify** question you need to simply state the fact asked for. You don't need to add any further detail.

Hint

Rate of growth means the speed at which Emily is growing. This question is asking you to say whether her rate of growth will stay the same, decrease or increase. (If you can't remember Emily's age, look back at the information given at the start of this practice assessment.)

Hint

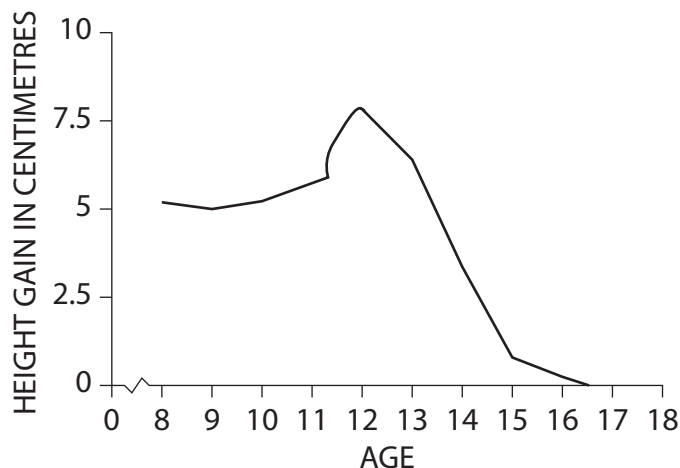
When reading information from a graph it is useful to line your ruler up with the point on the graph being asked about, at right angles to either the horizontal or vertical axis. In this way, you can see what happens before and after that point more clearly.

Hint

This question is asking you to compare the rate at which Emily was growing before she was 12 with the rate at which she is expected to grow from now on. The point in the graph you are interested in is her height aged 12.

Copyrighted Material

2 The graph shows how the average height of girls changes with age.



Identify what you would expect to happen to Emily's rate of growth over the next three years.

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Total for Question 2 = 1 mark

3 Belle is in reception class and her teacher tells Samantha she is developing as expected.

Explain **two** possible features of Belle’s intellectual development at this stage of her life.

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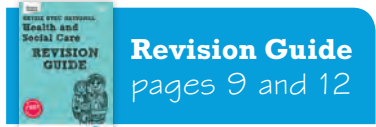
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Total for Question 3 = 4 marks



Hint

For this **explain** question you need to name each feature and then add some detail to show that you understand the feature. For example, your first answer could be that she will ask lots of questions (the feature), which will satisfy her curiosity (the detail).

Hint

Refer back to the family information given at the start of this practice assessment, before Question 1, to check Belle’s age.

Hint

You have only been asked for two features so choose the ones you know the most about.

Watch out!

Make sure you pick features that are relevant to Belle’s age.

 **Explore**

Research has shown that people of African-Caribbean and South Asian origin are much more likely to have high blood pressure than other ethnic groups in the UK. Those of South Asian origin are up to six times more likely to develop type 2 diabetes: this can further increase the risk of developing high blood pressure or having a heart attack. More information can be found on the website for the British Heart Foundation.

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Total for Question 6 = 10 marks

8 Robert is self-employed, running his own business from rented premises. Being unable to work for a few months puts a strain on the family finances. Samantha had only been at her new job for a few weeks when Robert became ill. After taking time off to help Robert through his initial recovery Samantha returns to work, leaving her mother-in-law to look after Lucas, but because her friend's business is only just starting to grow Samantha is not earning much.

Outline the ways in which the family's reduced income might affect Emily's intellectual development.

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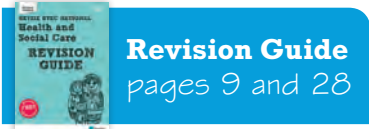
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Total for Question 8 = 6 marks



Hint

This **outline** question is asking you to give an overview or summary of the ways in which the family's reduced income might affect Emily's intellectual development. Remember to include positive and negative points, so your answer is balanced and considered.

Hint

Make sure you check the family information at the start of this practice assessment to remind yourself of Emily's age before you start to answer.

Watch out!

Notice the focus of this question – it is about Emily's **intellectual** development, so you should not mention her physical, emotional or social development.

Watch out!

Don't be tempted to write about the effect on any other members of the family. It won't gain you any marks.



Watch out!

You only need to **outline** the likely effects on Samantha's **emotional** health; it's important to notice the focus of a question and, in this case, it is only her emotional health you should focus on.

Hint

Make sure you read back through the various sections of family information, so you don't miss an important point. For example, Samantha has only recently started work after being at home since Belle was born – how might she feel when she is at work?

Hint

Although Samantha is enjoying being back at work there may still be some negative effects of this on her emotional health.

Copyrighted Material

9 Despite her worries about their financial position, Samantha really enjoys being back at work.

Outline how Samantha's enjoyment of her job may affect her emotional health.

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Total for Question 9 = 6 marks

- 10 Samantha's grandmother, Joan, is 78 years old and lives with her husband, Fred, 73 years old, in sheltered accommodation. They moved there five years ago, leaving the house they had lived in for their whole married life after Fred suffered a stroke which left him with reduced mobility. He spent almost a year in hospital, first on a medical ward and then in the rehabilitation unit. He eventually regained his speech and most of his mobility and was able to return home, walking with the aid of a stick, but could no longer drive or play bowls. After Fred's return home from hospital, Samantha and Robert helped as much as they could but Joan had to do most of the cooking, washing, ironing and shopping, as well as helping Fred with his day-to-day needs. Fred's friend used to pick him up every week to take him to the pub, where they were part of a quiz team. He really enjoyed seeing his friends, taking part in the quiz and having a few pints of beer once a week.
- Fred and Joan had both always enjoyed crossword puzzles and watching TV quizzes, trying to answer the questions before the contestants. Fred noticed that Joan was starting to forget things and getting so frustrated that she no longer wanted to pursue these hobbies and stopped watching TV. She then started to forget the names of everyday things and after a few months started to muddle the names of family members. Samantha took her to see their GP and she was diagnosed with Alzheimer's disease. Fred found it very distressing to see how quickly Joan's condition worsened and started to smoke again, a habit he had stopped 30 years ago because his family disliked it so much. Joan became increasingly forgetful and was often quite agitated. Samantha helped as much as she could but struggled to be there as often as she would have liked, due to her family and work commitments.
- Fred did not keep up with his exercises after he had recovered as fully as he could from his stroke, and he now realises how important it is that he remains as mobile as possible to try to look after Joan and the house. Joan has good days when she can potter about and do a few jobs, but she doesn't like going out any more as she gets confused, and distressed, very easily. She is still in the early stages of Alzheimer's disease, but she is happiest at home seeing only close family members.
- Fred now rarely goes out of the house except to sit on the patio of their small garden, when the weather allows. He is able to chat with his neighbours when he is out in the garden. He misses going to the pub with his friend but feels he needs to be at home to look after Joan, so he will have a few cans of beer after she is in bed a couple of times a week. He doesn't drink to excess though, as he needs to be alert in case Joan needs him in the night. The doctor has said that Fred will need to think about placing Joan in a residential nursing home when her condition reaches its final stage. Fred is adamant that he wants Joan to stay at home with him as long as possible, where he can look after her and be with her, as they haven't been apart since they married 52 years ago except during his stay in hospital.



Prepare

There's a lot of information here. It will help you to answer the questions which follow, so you should read the questions first. As you read through each paragraph of the case study, underline any facts which stand out and which you think could be significant when you answer the questions.

Hint

Notice the ages, life stages, what happened and how it impacted on each person.

Hint

Make sure you understand how the needs of each person develop and the impact on others. Consider the services that might be needed.

Hint

Consider the physical, intellectual, emotional and social needs shown within the scenario. (Remember the acronym PIES.)

Hint

Notice how a picture builds of the changes that have taken place and the extent of their impact on each person in different ways over a period of time.

Hint

Read the question on the next page. It's an **identify** question that requires you to list a number of the services available to Joan.



Revision Guide
pages 35 and 39

Hint

In this **identify** question you need to simply list the correct number of the services asked for.

Hint

Re-read the information on the previous page, selecting the sections that are relevant, and referencing them in your answer.

Watch out!

This question is about Joan's Alzheimer's disease, and not about Fred.



Explore

Alzheimer's disease is a progressive disease with more parts of the brain being damaged over time. Proteins called plaques and tangles build up in the brain, leading to a shortage of chemicals, which affects the transmission of signals.

Copyrighted Material

Identify **three** of the services that will be available to support Joan through the early stages of Alzheimer's disease.

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- 2
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- 3
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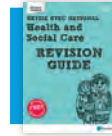
Total for Question 10 = 3 marks

11 Fred has suffered several major changes in his life over the past five years.

To what extent might recent life changes have affected Fred’s social wellbeing?

Handwriting practice lines for the answer to Question 11.

Total for Question 11 = 12 marks



Revision Guide pages 29, 30 and 37

Hint

For this to what extent question you need to give reasons from the case study to support your opinion as to how the life changes Fred has experienced will have affected his social development. Remember to mention the life changes you are referring to.



Prepare

Go back to the information about Fred and underline or highlight the relevant details which will help you to answer the question. Before you begin to write, plan your writing; for example, a spider diagram could help you to organise your thoughts. (You could draw this on a separate piece of paper.)

Watch out!

Remember that this question is about Fred’s social wellbeing not his emotional wellbeing.

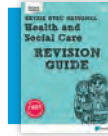
Hint

You need to construct a well-balanced, logical and clear argument, giving both positive and negative points.

Hint

Finish with a conclusion supported by the evidence given in the scenario.

13 Justify how giving up smoking will impact on Fred's health and wellbeing.



Revision Guide
pages 31 and 36

Hint

For a **justify** question you need to give reasons to support an opinion, so in this case you need to explain **how** you think giving up smoking will **improve** Fred's health and wellbeing **overall**. Make sure you include both *positive* and *negative* points.

Hint

Remember that health and wellbeing applies to Fred's physical, intellectual, emotional and social needs.

Watch out!

This question is about smoking so if you talk about other factors, such as exercising or losing weight, make sure you relate them to smoking.

Hint

Always use formal terms and avoid slang. For example, don't refer to 'cigs' or 'fags', but instead refer to cigarettes.

Hint

Remember to round off your answer with a short conclusion.

Total for Question 13 = 10 marks

TOTAL FOR PAPER = 90 MARKS



Revision Guide
page 7

Hint

In this **identify** question you simply need to state two symptoms of the menopause without any added detail.



Revision Guide
page 15

Hint

For this **outline** question you need to give a brief description of what parallel play is, then what cooperative play is.

Practice assessment 2

Answer ALL questions.
Write your answers in the spaces provided.

1 (a) Identify **two** symptoms of the menopause.

1

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2 marks

(b) Briefly outline the key difference between parallel play and cooperative play.

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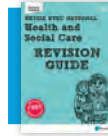
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2 marks

Sean is 42 years old and his wife, Caitlyn, is 39. They live with their twin boys, Aidan and Bowie, who are 8 years old, and Sean’s daughter from a previous relationship, Mollie, who is 16 years old.



Revision Guide
pages 7 and 8

Hint

The command word **describe** means that for each of the **two** physical effects you pick you need to say what they are and why each happens.

Hint

You can describe one effect from each of the two life stages mentioned or two from one life stage of your choice. Just remember to state which stage you are referring to and that they must be physical effects.

Hint

You need to show that you know that Sean is at his physical peak in early adulthood.

Watch out!

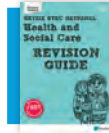
If you simply write down two physical effects you will only get a mark for each as you will have identified them rather than described them.

(c) Sean is in early adulthood. Describe **two** possible physical effects as he moves into middle adulthood and then starts later adulthood.

1

2

4 marks



Revision Guide
pages 9, 10, 11
and 12

Hint

For this **describe** question you need to state two things the twins could do when they were five years old, such as use simple sentences, and then, for each thing, say how that ability will have developed by the time they are aged 8.

Hint

Developing normally means that they are developing in the same way as an average child of that age will develop.

Hint

To answer this question think about what you have learned about intellectual milestones and stages of language development. There are several different answers you could give.

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Aidan and Bowie are at primary school and are developing normally.

(d) Describe **two** ways in which their cognitive ability has changed since they were 5 years old. They are now 8 years old.

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- 2
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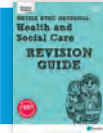
4 marks

Aidan and Bowie are in early childhood and will most likely start puberty between the ages of 13 and 15 years.

(e) Explain how Aidan and Bowie will develop physically as they move from early childhood to adolescence.

Dotted lines for writing the answer.

6 marks



Revision Guide page 5

Hint

For this explain question you need to say how Aidan and Bowie's bodies will change and why.

Hint

The reason why the boys' bodies will develop is because of changes in hormones, mostly an increase in testosterone. Therefore, you could start your answer by stating that, and then give at least six body changes this causes.

Hint

Make sure you use correct terminology rather than slang. For example, use 'penis' rather than any other word.

Watch out!

Be careful to restrict your answer to an explanation of physical changes to male bodies.

Answers

The questions and sample answers are provided to help you revise content and develop your skills. Ask your tutor or check the Pearson website for the most up-to-date Sample Assessment Material, past papers and mark schemes to get an indication of the actual exam and what this requires of you. Details of the actual exam may change so always make sure you are up to date.

Use this section to check your answers.

- Definitive answers are provided for questions with clear and correct answers. Where a question has an alternative correct answer, this is also provided.
- Where the answers to some questions are individual or require longer responses, bullet points show the key points you could include in your answer or how your answer could be structured. For these questions, your answers should be written using sentences and paragraphs and you might include some but not necessarily all of the points.

Practice assessment 1

(pages 1 to 15)

- Primary characteristics are processes that are related to the sex organs present at birth, and these characteristics start the maturation process when sex hormones are released. Your answer should include two examples from the following:
 - menstruation begins
 - uterus and vagina grow
 - ovulation occurs.
 Secondary characteristics are not necessary for reproduction, and these develop when sex hormones are released. Your answer should include two examples from the following:
 - growth of armpit and pubic hair
 - increased layers of fat under the skin
 - breasts enlarge
 - growth spurt
 - hips widen.
- Emily's rate of growth will slow down.
- Your answer may include examples from the following:
 - Belle is asking lots of questions to satisfy her curiosity.
 - Her memory is developing so she can talk about things past or anticipate things that may happen in the future.
 - She is starting to read and write words and sentences of increasing difficulty.
 - She is starting to draw in detail.
 - She is learning not to use incorrect forms of words, such as 'I five' instead of 'I am five'.
 - She is using words such as 'first', 'next' and 'then' when telling a story.
- In your answer you should start by outlining Piaget's theory. Next, you need to talk about how Lucas will develop an understanding or concept about something, called a schema, and, then, how his experience will fit with this schema. When he has a new experience that disturbs the schema his understanding will change to take account of the new experience, so developing a new schema. Example content about his experience of crawling may include:
 - Piaget's theory explains how children use their experiences to construct their understanding of the world around them.
 - As Lucas crawls he learns about his environment.
 - He may crawl on something soft like a carpet and develop a schema about the floor.
 - His experience in various rooms fits with this schema.
 - As he develops in confidence and crawls further he may then crawl into the kitchen and the floor will feel different, which upsets his schema.

- He will change his schema to accommodate his new experience of the surface he is crawling on, so will develop a new schema.

Alternative answers:

Crawling can teach Lucas a lot about his environment, so you could write about, for example, the contrast between crawling on something soft or hard, rough or slippery, solid or viscous, hot or cold, bumping into soft or hard things, etc.

- In your evaluation, you should:
 - demonstrate through the quality of your answer that you have accurate and thorough knowledge and depth of understanding of the definition, and the theories, of attachment
 - show that you can link the various factors to reach an overall judgement as to how well Lucas's attachments develop during the infancy stage
 - give a well-balanced, logical and clear evaluation, showing an awareness of both positive and negative points, leading to a conclusion
 - use the correct language, such as 'attachment', write fluently and pay attention to spelling and grammar.

Example content may include:

- Attachment is the emotional bond that is formed between infants and their main caregiver.
- Bowlby's theory is that infants have an inbuilt need to form an attachment to a carer.
- The quality of this attachment will affect emotional development, and so the ability to form positive relationships, for the rest of the child's life.
- Schaffer and Emerson's stages of attachment show that Lucas will have responded to any caregiver during the first 3 months of his life.
- Between 4 and 7 months he will have shown a preference for Samantha, his primary caregiver, but accepted care from others.
- Between 7 and 9 months he preferred Samantha and sought comfort from her, being unhappy when separated from her and fearful of strangers.
- From his current age, 10 months, he will show distress when Samantha first leaves him and resist contact when she returns, according to Ainsworth's Strange Situation classification (SSC).
- He will now begin to form attachments with others who respond to him, so will be starting to form an attachment to Natalie, who he is already used to accepting care from.
- By 18 months he will have formed attachments with all those who look after him.

Conclusion:

- Because he has formed a secure attachment to Samantha, his main caregiver, he will grow up with the emotional resources needed to cope with uncertainty in life and to build positive relationships.
- In your discussion you should:
 - show that you have accurate and thorough knowledge and understanding of the facts, making sure that you include most of the answers given below
 - give a well-balanced, logical and clear argument, including both positive and negative points, leading to a conclusion which is supported by the evidence given in the scenario
 - take care with spelling, grammar and the correct use of any specialist terms, such as 'genetic predisposition'.

Example content may include:

Genetic:

- Robert's father died of a heart attack.
- His mother has high blood pressure.

- His mother is of South Asian origin.
- There is a possibility of genetic predisposition.

Lifestyle choices:

- Robert takes part in extreme swimming.
- He does a lot of travelling.
- He is up very early to fit in training.
- He competes in races and is always trying to beat his own time.
- He has an unbalanced diet – eats a lot; snacks on biscuits; enjoys takeaway meals.

Combined:

Robert's heart attack could have been caused by:

- an inherited condition
- stress due to: balancing work, training and family life; competition; his diet; or being pre-diabetic.

Conclusion:

- You must include a conclusion to your discussion which says what combined factors might have led to his heart attack.

7 In your evaluation you should:

- show that you have accurate and thorough knowledge and understanding of the facts, making sure that you include most of the answers given below
- link all the various aspects of Robert's health issues to the development of the rest of the family
- give a well-balanced, logical and clear argument, including both positive and negative points, ending with a conclusion which is supported by the evidence given in the scenario
- take care with spelling, grammar and the appropriate use of any specialist terms, such as 'attachment'.

Example content may include:

Positive:

- Robert is at home recovering, so he will spend more time with the family, which may make them happier.
- The home atmosphere will be less stressful now Robert isn't rushing off racing, or to train or work.
- When he is on the road to recovery, Robert will be able to look after Lucas, so Samantha will not have to rush to get him ready to take with her on the school run. This will give her more time to talk to Emily and Belle before leaving the house in the morning, and to Belle on her journey to and from school. This will help Samantha and her two oldest children feel better about themselves (Samantha because she feels less guilty about not giving each child enough attention, the children because they are getting more attention).
- Robert is at home so Lucas will develop a strong attachment to him more quickly.
- All the family will have a better diet, as there will be no more takeaways and sugary snacks in the house, reducing the risk of obesity and developing better habits for later in life.
- The children will have more chance to talk to Robert and may learn from him.
- Robert will be less stressed as he is not working, so there will be a more relaxed atmosphere at home and all will be happier.
- Samantha will enjoy having Robert at home at the weekend instead of off racing, so their relationship may become stronger.
- While Robert is not swimming, the family might have more money to pay for trips out, so helping their social and intellectual development.
- They may accompany Robert on his walks, so become fitter.

Negative:

- Robert may become irritable and bored due to inactivity, so make the rest of the family unhappy.
- Samantha will have more to do now she is looking after Robert and taking him to his various appointments as he recovers, so may have less time for the children.

- Emily will be expected to help out more with her siblings and in the house, which may affect her social life.
- Emily may have less time for her homework, so this could affect her intellectual development.
- Emily may become resentful of her father.
- The children may be anxious about their father and become scared of losing him or Samantha, making them clingy.
- Once Samantha returns to work and Robert is feeling better he can do some of the childcare and chores, so reducing Samantha's stress.

Conclusion:

- You need to finish your evaluation with a statement of how you think Robert's issues will affect the development of the rest of the family overall, based on the facts you have included in your answer. For example, you might say that on balance you feel that Robert's issues may help the development of the rest of the family as he will be at home more often so spending more time with his family.

8 Remember that Emily is 12 and at the early stages of puberty. You will need to make at least six separate points.

Example content may include:

Negative effects:

- Emily may not be able to have the things she wants for a while (new phone, clothes, trainers), so may become resentful and less able to concentrate at school.
- They may not be able to afford items Emily needs for school, so may buy cheaper uniform, etc, which will embarrass Emily so affect her concentration.
- They may not be able to afford for her to go on school visits, so she may miss out on new learning opportunities.
- They may not be able to afford extras such as music lessons, so she will have fewer chances to learn new skills.
- Emily may fall in with the wrong crowd, because she is resentful and rebellious, and skip some lessons or school.
- Robert and Samantha may be more stressed at home, so less likely to spend time encouraging or helping Emily to complete her homework. Emily may take advantage of this to go into her bedroom and spend the evening on her phone instead.

Positive effects:

- Emily may spend more time with her grandmother after school, who is there looking after Lucas, so learn different things or see things from a different point of view after chatting with her.
- Samantha has to go to work to make some money, so Emily will see more of her father. He may be better at subjects that Samantha was less good at, so be better able to help her with her homework.
- Emily may decide to try extra hard at school to make her parents proud, to support her parents through this difficult time.
- She may go out for walks with Robert and learn about what they pass, such as nature.

9 Your answer should include at least six separate effects on Samantha's emotional health.

Example answers:

- She will enjoy feeling that she is part of something other than her family, so has an additional role in life.
- She will enjoy making new friends and having more opportunities to interact socially with other adults.
- She may feel guilty that she is enjoying being away from her family.
- She may miss Lucas, who she has not left before, despite enjoying work.
- She may enjoy the mental stimulation and new challenges that work brings her, so her self-esteem may increase.
- She may worry about how her mother is coping with Lucas.

- 10** Your answer may include examples from the following:
- GP services, such as providing medication
 - counselling
 - memory clinic
 - support in the home with personal care, such as home help, meals on wheels or district nurse.

- 11** In your answer you should:
- show that you have accurate and thorough knowledge and understanding of the relevant information
 - show that you can link the various factors to reach an overall judgement as to how Fred's life changes will affect his social wellbeing
 - give a well-balanced, logical and clear argument, giving both positive and negative points, leading to a conclusion which is supported by the evidence given in the scenario
 - use any technical language and terms, such as 'Alzheimer's disease' and 'socially isolated', correctly, consistently and fluently, paying attention to spelling and grammar.

Example content may include:

Positive:

- Fred being able to return home after his stroke, so he is able to spend more time with Joan and the other members of his family.
- Fred having a family to spend time with, now Joan is ill.
- Fred not drinking to excess so he doesn't suffer from hangovers, so is better able to socialise when family and friends call round.
- He still has a garden so he can easily chat to neighbours.

Negative:

- Fred and Joan had to move from their own house into sheltered accommodation, so Fred misses old friends and neighbours, who may be unable to travel to see them because of their age and reduced mobility.
- Fred's own health issues – stroke – make it harder to socialise as he can't drive.
- Reduced mobility reduces Fred's physical ability, so he is unable to play bowls, which could lead to reduced social contact.
- A loss of shared hobbies with Joan and friends – crosswords, TV quizzes, pub quiz – so Fred misses their chats.
- Joan's health issues take up a lot of his and the family's time, so there is less time to enjoy a chat.
- There may be negative effects of drinking alcohol on his own; he may feel isolated and lonely.
- There may be negative effects of smoking if visitors don't like the smell or passive smoking.
- Fred not being able to go to the pub with his friend any more as he feels he should stay at home with Joan.

Impact on social wellbeing:

- Fred was able to resume social life on return home from hospital.
- Fred enjoyed his friend picking him up as it gave him a chance to socialise with other friends at the pub.
- Fred may miss being able to drive, as this may result in reduced opportunities for socialising as it's harder to get out.
- He now has more responsibility so he feels he shouldn't go out.
- Fred is unable to go to the pub, he misses his friends and the pub quiz, and there are fewer opportunities to socialise now.
- He enjoys chats with neighbours, but this is not the same as seeing his friends in the pub.
- He may lose confidence to chat to others as he is seeing fewer people.
- There is less chance to have a meaningful conversation with Joan as her condition worsens, and they are no longer able to discuss crosswords and TV quizzes.
- He misses Joan's company as her memory fails, and they are no longer able to do crosswords and watch TV quizzes together.

- Samantha helps, but she's in a hurry with not much time to chat.
- Fred is able to enjoy a drink, but it is on his own, which makes him feel lonely and socially isolated.
- His smoking may put friends and family off calling.

Conclusion:

- This will depend on the balance of your answer, but you might write that, overall, recent life changes will have led to a deterioration in Fred's social wellbeing.

- 12** Your answer could include two examples from the following:

- taking on the role of looking after Joan
- taking on the role of looking after the house and garden
- joining the exercise class
- giving up smoking.

Suggested explanations could include:

- Activity theory says that older people:
 - o don't show a decline in interest in life and don't want to become isolated
 - o have the same social and psychological needs as those of younger people, so they adjust to the ageing process, that is changes in health and mobility, by taking on new roles and hobbies.
- He wants to improve his mobility and does this by joining an exercise class and through this he meets new friends, so is less socially isolated.
- Through the class he loses some weight, which will help his fitness, so he will be better able to look after Joan and fulfil his new role in life.
- Giving up smoking will help him become fitter to take on the jobs Joan used to do to run the home.
- By giving up smoking and becoming fitter and more mobile he will live longer, so will be around to look after Joan and fulfil his role for longer.

- 13** In your answer you should:

- show that you have accurate and thorough knowledge and understanding of the possible effects of smoking on health and wellbeing
- show that you can link the various factors to reach an overall judgement as to how Fred giving up smoking will affect his health and wellbeing
- give a well-balanced, logical and clear argument, giving both positive and negative points, leading to a conclusion which is supported by the evidence given in the scenario
- consistently use the correct language, so refer to cigarettes, not 'cigs' or 'fags', write fluently and pay attention to spelling and grammar.

Example content may include:

- Fred's skin, breath, hair and clothes won't smell of smoke, so his personal hygiene will improve.
- Fred's peak flow reading will improve so he will be less breathless when he exerts himself.
- Fred will reduce the risk of developing diseases such as lung cancer.
- Fred may find it harder to concentrate at first as he will be craving a cigarette.
- Fred may be irritable as he will miss having a cigarette.
- Fred's mood may improve, as he will feel better about himself by giving up a habit he knows his family dislikes and that he knows is bad for him.
- Fred will be happier because he will be able to exercise better when he is less breathless.
- Fred will be aware that the house will smell better for Joan and the rest of his family, so will feel pleased with himself.
- Fred may become more stressed about his home situation as he cannot use cigarettes to relax.
- Fred will have more energy as he can breathe better.