<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 1        | **Award 1 mark for identification of stage of cognitive development and 2 marks for extension, up to a maximum of 6 marks**<br>  
• Thinking becomes more realistic (1)  
• More pragmatic (1)  
• They become more expert in managing the practical part of life (1)  
• Their thinking becomes more complex (1) as they use their reasoning skills (1)  
• Because they are more adept at reasoning (1) they can make better judgements about important matters (1)  
• Their thinking can be influenced by emotive subjects (1)  
• Their thinking can also be influenced by their culture (1) and the variance in social norms (1)  
• Thinking can be subjective (1)<br> *Include any other valid response.* |               |
| 2        | Fine motor skill                                                                                                                                                                                        | 1             |
| 3        | **Award 1 mark for symptomatic effect and 2 marks for extension, up to a maximum of 4 marks**<br>  
• The gradual decline in progesterone causes similar problems to premenstrual tension: (1) bloating (1), irritability (1) and tender breasts. (1)<br>  
• The decline in progesterone leads to oestrogen dominance. (1) The symptoms are similar to premenstrual tension. (1)<br>  
• As oestrogen levels decrease a variety of symptoms occur, such as hot flushes (1), memory malfunction (1), heart palpitations (1), vaginal dryness (1) and loss of libido. (1)<br>  
• Night sweats can occur (1) which can lead to poor sleep (1)<br>  
• As oestrogen levels decline in line with progesterone the symptoms gradually decrease. (1)<br> *Include any other valid response.* |               |
| 4        | **Award up to a maximum of 6 marks**<br>  
• Memory loss is not a normal part of the ageing process (1)<br>  
• The brain is able to grow new cells but needs to be stimulated (1)<br>  
• Reduced blood flow to the hippocampus slows the retrieval of information (1)<br>  
• Episodic memory slows, (1) resulting in temporarily misplacing possessions such as keys and phones (1)<br>  
• Hormones and proteins that protect and repair brain cells and stimulate neural growth slow with age (1)<br>  
• Reduced blood flow to the brain can impair memory (1)<br>  
• Semantic memory can continue to improve with age (1)<br>  
• Procedural memory stays the same (1)<br> *Include any other valid response.* | Up To 6 marks |
Answers need to demonstrate the candidate’s knowledge and understanding of the material. Marks should be awarded according to the mark scheme provided after the answer. It should be noted that using the ‘best fit’ mark is appropriate rather than being prescriptive about the content; other suitable points should be credited. A conclusion is needed.

**Arguments supporting Chomsky**
- Noam Chomsky’s theory proposes that children have innate ability for language acquisition which is activated when they first hear speech or are spoken to.
- Words, grammar, verbs and nouns, are learnt and used in the right order.
- Children of every culture in every country learn the process of language in exactly the same way at the same stages of development.
- If a child misses out a stage of the learning they soon catch up.
- While learning speech children never make grammatical errors such as confusing subject, verbs and objects. They may clip their sentences, which can be said to be ungrammatical, such as saying ‘Susie want cake’. If an adult made a mistake confusing the subject and noun with the verb the child would notice. This implies that the acquisition of language is inherent and not passive.

**Arguments that conflict with Chomsky’s theory**
- Although language is a very complex system and it appears to be inherent there is no actual proof.

*Include any other valid response.*

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No awardable marks</td>
<td>0</td>
</tr>
</tbody>
</table>
| 1     | • The information has been identified but there may be large sections missing  
|       | • The information lacks depth and there is little or no association between the relevant pieces of information.  
|       | • They have described rather than evaluated the information.  
|       | • The conclusion is a general statement rather than an assessment of accumulated information.  
|       | • There is no evidence of specialist terminology and the response may lack clarity.  
|       | • The conclusion doesn’t answer the question.                              | 1–3  |
| 2     | • The information shows accurate knowledge and understanding with very few omissions.  
|       | • The information shows some depth and there is some association between the relevant pieces of information, leading to supported judgements.  
|       | • Some conclusions have been made but may be unsupported.  
|       | • Specialist terminology has been used, demonstrating logical reasoning with clarity. | 4–6  |
| 3     | • The information shows accurate knowledge and understanding, omissions will be minor.  
|       | • The information shows depth and there is association between the relevant pieces of information, leading to supported judgements.  
|       | • The evaluation is balanced, demonstrating knowledge of competing arguments.  
|       | • Specialist terminology has been used, demonstrating logical reasoning with clarity. | 7–10 |
Answers need to demonstrate the candidate's knowledge and understanding of the material. Marks should be awarded according to the mark scheme given after the answer. It should be noted that using the 'best fit' mark is appropriate rather than being prescriptive about the content; other suitable points should be credited. A conclusion is needed.

- Stress is a condition where the individual perceives life as spiralling out of control.
- A little bit of stress is often a good thing as it motivates the individual.
- Stress is known to cause autoimmune disease.
- Levels of stress add up and combinations can overwhelm the individual.
- The ability to cope with life and its demands determines how stress will affect the individual.
- Having a baby is stressful, having a baby and moving house is even more stressful, the death of a child is a major stress crisis.
- Not all demands create the same amount of stress.
- The Holmes–Rahe social readjustment rating gives numbers to stressful situations and these can be added up to determine the demands on the individual.
- A Holmes–Rahe rating adds up all the stress the individual experiences and measures the likelihood of illness occurring.
  - 11–150 indicates a low risk of illness occurring in the future
  - 150–200 indicates a moderate risk of illness occurring in the future
  - 300–600 indicates a very high risk of illness occurring in the future
- Cathy will have scored fairly on the stress scale, if all the events were added up and occurred at the same time. Not all the circumstances and subsequent demands happened at the same time, which would have allowed time for recovery. It is important that students recognise this.

<table>
<thead>
<tr>
<th>Level</th>
<th>No awardable marks</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The information has been identified but there may be large sections missing</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The information lacks depth and there is little or no association between the relevant pieces of information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They have described rather than evaluated the information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The conclusion is a general statement rather than an assessment of accumulated information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is no evidence of specialist terminology and the response may lack clarity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The conclusion doesn’t answer the question.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The information shows accurate knowledge and understanding with very few omissions.</td>
<td>1–3</td>
</tr>
<tr>
<td></td>
<td>The information shows some depth and there is some association between the relevant pieces of information, leading to supported judgements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some conclusions have been made but may be unsupported.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist terminology has been used, demonstrating logical reasoning with clarity.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The information shows accurate knowledge and understanding, omissions will be minor.</td>
<td>4–6</td>
</tr>
<tr>
<td></td>
<td>The information shows depth and there is association between the relevant pieces of information, leading to supported judgements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The evaluation is balanced, demonstrating knowledge of competing arguments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist terminology has been used, demonstrating logical reasoning with clarity.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The information shows accurate knowledge and understanding, omissions will be minor.</td>
<td>7–10</td>
</tr>
<tr>
<td></td>
<td>The information shows depth and there is association between the relevant pieces of information, leading to supported judgements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The evaluation is balanced, demonstrating knowledge of competing arguments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist terminology has been used, demonstrating logical reasoning with clarity.</td>
<td></td>
</tr>
</tbody>
</table>
Answers need to demonstrate the candidate’s knowledge and understanding of the material. Marks should be awarded according to the mark scheme given after the answer. It should be noted that using the ‘best fit’ mark is appropriate rather than being prescriptive about the content; other suitable points should be credited.

- He works very long hours with no designated breaks for meals. Lives on snacks, this can lead to a high calorie intake.
- He has to put off the call to stool which can cause large bowel problems such as diverticulitis. Not eating a diet high in fibre makes it difficult for cholesterol to leave the body, as it combines with fibre. This could potentially lead to a rise in his cholesterol.
- A raised cholesterol level can lead to furring of the arteries which increases the blood pressure, putting strain on the left side of the heart.
- Snack foods are high in fats, sugar and salts. Salt can cause hardening of the arteries, leading to a rise in blood pressure and strain on the heart.
- With a BMI of 35 he is morbidly obese, which can lead to insulin insufficiency, causing thickening of the blood and damage to the small vessels in the body, eye and kidney. This can lead to blood pressure and strain to the heart. If kidney damage occurs it is hard for the body to regulate potassium, which can lead to arrhythmia and heart attacks.
- Being obese means there is extra fat around the organs putting strain on the heart and lungs. This will make him more breathless.
- He is likely to develop sleep apnoea, and a poor night’s sleep can lead to emotional and intellectual difficulties and put a strain on relationships. This could lead to stress and an increase in circulating cortisol, leading to a rise in blood pressure. This can lead to a knock-on effect if the blood pressure is already raised.
- No time to exercise – less chance of working off excess calories or increasing his endorphins which help with stress.
- He smokes a considerable amount which can lead to lung cancer, furring of the arteries and vascular problems, further exacerbated by his lack of exercise.
- It is important that students recognise he has a combination of health-related lifestyle choices which significantly put him at risk of developing heart disease.

In order to obtain 10 marks there should be at least one milestone from each section.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No awardable marks</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>The information has been identified but there may be large sections missing. The information lacks depth and there is little or no association between the relevant pieces of information. They have described rather than evaluated the information. The conclusion is a general statement rather than an assessment of accumulated information. There is no evidence of specialist terminology and the response may lack clarity. The conclusion doesn’t answer the question.</td>
<td>1–3</td>
</tr>
<tr>
<td>2</td>
<td>The information shows accurate knowledge and understanding with very few omissions. The information shows some depth and there is some association between the relevant pieces of information, leading to supported judgements. Some conclusions have been made but may be unsupported. Specialist terminology has been used, demonstrating logical reasoning with clarity.</td>
<td>4–6</td>
</tr>
<tr>
<td>3</td>
<td>The information shows accurate knowledge and understanding, omissions will be minor. The information shows depth and there is association between the relevant pieces of information, leading to supported judgements. The evaluation is balanced, demonstrating knowledge of competing arguments. Specialist terminology has been used, demonstrating logical reasoning with clarity.</td>
<td>7–10</td>
</tr>
</tbody>
</table>
### Positive
- Being able to buy healthy food. (1)
- Able to experience eating out and different types of food, making it easier fit into social engagements. (1)
- Able to afford leisure activities to promote physical, intellectual and social development. (1)
- Promoting intellectual development will lead to better performance in education, (1) better job opportunities (1) and a higher standard of living in later life. (1)
- Having nice clothes will increase self-esteem and promote socialising, (1) increasing communication skills. (1)

### Negative
- Only being able to afford cheap-high fat processed food, (1) leading to long-term health conditions such as obesity and type 2 diabetes.
- Not being able to participate in extracurricular activities (1) affects education and socialisation (1) and vocabulary. (1)
- Accept any other suitable answers.

### 9
- The family members will have good self-esteem (1) as they live in a nice area, the children won’t be afraid to bring friends home from school or university. (1)
- There is a choice of schools the children can attend, all with good Ofsted ratings, which allow the parents choice. (1) The children will prosper in their education, allowing more access to jobs and further and higher education. (1)
- The amenities and leisure centres allow the family to pursue fitness regimes which will be beneficial to their physical health. (1)
- It will be easy for them to attend routine dental check-ups (1) and optician appointments. (1)
- Having enough GP surgeries lessens the likelihood of long waiting queues (1) which may mean patients reporting the ailments earlier, which can be important for some types of cancer. (1)

*Include any other valid response.*

### 10
- GP
- Dentist
- Optician
- Walk-in centre
- Practice nurse
- School nurse
- Local hospital

*Include any other valid response.*

### 11
Answers need to demonstrate the candidate’s knowledge and understanding of the material. Marks should be awarded according to the mark scheme given after the answer. It should be noted that using the ‘best fit’ mark is appropriate rather than being prescriptive about the content; other suitable points should be credited.

**Negative aspects of being a twin**
- When they were very young the twins found separation very hard as they were used to socialising as a unit
- They may find socialising difficult as they can’t blend in as easily
- Sense of self needs to be preserved so the twins see themselves as individuals rather than a couple, this may have prevented the onset of anorexia in Sophia
- Healthy sense of sibling rivalry until one became significantly better than the other, which led the other to become a perfectionist
- They may resent being twins as they would rather have a separate identity than be called ‘the twins’
- They may feel isolated as people will not invite them to events as a pair if they only have space for one
Positive aspects of being a twin
- Healthy sense of sibling rivalry
- They are healthy and active, which will impact their self-concept in a positive way; they will see themselves as being able to fit in with others and belong to a unit outside that family.
- Being able to compete competitively in different sports gives them a separate sense of achievement.
- Developing their own friendships as they get older.
- Having someone who understands their unique perspective all of the time at each stage of their development.
- They have supportive parents.
- They are both high achievers who can share and discuss academic subjects.

*Accept other suitable answers*

<table>
<thead>
<tr>
<th>Level</th>
<th>No awardable marks</th>
<th>Descriptor</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No awardable marks</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>• The information has been identified but there may be large sections missing.</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The information lacks depth and there is little or no association between the relevant pieces of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They have described rather than evaluated the information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The conclusion is a general statement rather than an assessment of accumulated information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• There is no evidence of specialist terminology and the response may lack clarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The conclusion doesn’t answer the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• The information shows accurate knowledge and understanding with very few omissions.</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The information shows some depth and there is some association between the relevant pieces of information, leading to supported judgements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some conclusions have been made but may be unsupported.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Specialist terminology has been used, demonstrating logical reasoning with clarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• The information shows accurate knowledge and understanding, omissions will be minor.</td>
<td>7-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The information shows depth and there is association between the relevant pieces of information, leading to supported judgements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The evaluation is balanced, demonstrating knowledge of competing arguments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Specialist terminology has been used, demonstrating logical reasoning with clarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• The information is accurate and thorough. Evidence used is relevant and demonstrates a clear understanding and in-depth knowledge; any gaps or omissions are minor.</td>
<td>10-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The response to associations and interrelationships shows depth and understanding and is evidenced with clear, supported judgements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The discussed evidence is balanced and coherent. The argument is well developed with a thorough grasp of competing viewpoints, leading to supported conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The conclusion shows logical reasoning evidenced throughout. Specialist terminology and technical language used consistently and fluently.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12 • One of the twins had anorexia (1)
• Difference in weight (1)
• One of the twins had anorexia and is significantly slimmer than the other. Having a healthy body weight is necessary for the menstrual cycle to begin. (3)
• One of the twins suffered with anorexia which may have delayed the onset of puberty (2)
• The difference in sporting activities may also affect weight (1)
• Although the twins are genetically identical they have different personalities which may affect their metabolism. It is not unusual for identical twins to start their menses at different times. There can be a difference in delay of as much as 12 months. (3)
• They have different hobbies. The environment can delay the onset of menstruation if one of the twins is training harder than the other, or if one is more active than the other, such as socialising with her friends while the other prefers to sit quietly and read. (3)

Include any other relevant answer.

13 Answers need to demonstrate the candidate’s knowledge and understanding of the material. Marks should be awarded according to the mark scheme given after the answer. It should be noted that using the ‘best fit’ mark is appropriate rather than being prescriptive about the content; other suitable points should be credited.

• Socialising with friends is important for Sophia’s wider learning and being able to fit in.
• Socialising and friendship forming in adolescence will enable Sophia’s ego to develop healthily, leading to personal insight and higher emotional intelligence.
• In order to be a rounded individual and comfortable in social settings it is usual for young adolescents of Sophia’s age to spend more time with friendship groups than with family.
• For Sophia to form better relationships in later life it is important that she bonds with friendship groups to learn about commitment in relationships.
• Being involved in a friendship group will give Sophia a sense of belonging and a gain in social confidence.
• Having friends and belonging to friendship groups will enable Sophia to learn appropriate responses and how to mediate and problem-solve, which are essential in forming pair bonding in early adulthood.
• Sophia will realise that her friends’ experiences are parallel to her own, enabling her to discuss her feelings.
• Having friends and making friends is a normal part of growing up and a basic need.
• Sophia will be able to share her learning of the social environment and increase her understanding of general vocabulary and urban terminology.
• It is an important life skill to be able to experience and empathise with another’s point of view.
• Learning to appreciate that it is OK to fall out and make up and that friendship groups can change and evolve, and different allegiances can be formed. Sophia will learn coping mechanisms and strategies in order to resolve conflict. This is something that cannot adequately be picked up from reading books alone.
• Sophia will be learning to share criticisms and praise and self-belief.
• Sophia will be learning to respond to positive rather than negative peer pressure, which can impact on impulsive behaviour.
• Sophia will learn through experience how the deepening of casual friendships leads to more committed ones which she will be prepared to invest into.
• Without experiment and learning from experience it will be more difficult for Sophia to reach emotional maturity.
• Socialising and forming friendships is important for a healthy self-concept. It will enable Sophia to develop a sense of fitting in and belonging.

Include any other valid response.
<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No awardable marks</td>
<td>0</td>
</tr>
</tbody>
</table>
| 1     | - The information has been identified but there may be large sections missing.  
- The information lacks depth and there is little or no association between the relevant pieces of information.  
- They have described rather than evaluated the information.  
- The conclusion is a general statement rather than an assessment of accumulated information.  
- There is no evidence of specialist terminology and the response may lack clarity.  
- The conclusion doesn’t answer the question. | 1–3 |
| 2     | - The information shows accurate knowledge and understanding with very few omissions.  
- The information shows some depth and there is some association between the relevant pieces of information, leading to supported judgements.  
- Some conclusions have been made but may be unsupported.  
- Specialist terminology has been used, demonstrating logical reasoning with clarity. | 4–6 |
| 3     | - The information shows accurate knowledge and understanding, omissions will be minor.  
- The information shows depth and there is association between the relevant pieces of information, leading to supported judgements.  
- The evaluation is balanced, demonstrating knowledge of competing arguments.  
- Specialist terminology has been used, demonstrating logical reasoning with clarity. | 7–10 |