

# Mark Scheme

## January 2009

Principal Learning

**Society, Health and Development**

**Health, Wellbeing and Lifestyles**  
**Level 1 (SH106)**

**Growth Development and Healthy Living**  
**Level 2 (SH204)**

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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**Society Health and Development**  
**Level 1 Unt 6 Health, Well being and Lifestyle**

Question Number	Answer	Mark
1 (a)(i)	IDENTIFY any ONE of the following or eq.:  Any form of exercise /name of a sport / good diet / healthy diet / low fat diet / walking to school or work / safe sex / moderate drinking alcohol	(1)
1 (a)(ii)	IDENTIFY any ONE of the following or eq.:  Smoking / fatty diet / bad diet / example of specific foods eaten often e.g. KFC / drinking too much alcohol / unsafe sex / taking illegal drugs	(1)
1 (b)(i)	IDENTIFY any ONE of the following or eq.:  Risk of infection / example of an infection related to lifestyle / weight gain / feeling unwell	(1)
1 (b)(ii)	IDENTIFY any ONE of the following or eq.:  Risk of a specific condition / example of specific conditions e.g. (coronary) heart disease / cirrhosis of liver / stroke / cancer / diabetes / obesity	(1)
1 (c)	IDENTIFY any ONE of the following or eq.:  Smoking / Dietary choice e.g. high in fat / lack of exercise	(1)
1 (d)	IDENTIFY any ONE of the following or eq.:  Healthy diet / low fat diet / exercise / any sport / checkups at the Doctors / not smoking / stopping smoking / moderate drinking alcohol	(1)
		<b>Total 6 marks</b>

Question Number	Answer	Mark
2 (a)(i)	IDENTIFY any TWO of the following:  Running / socialising with friends / going to work	(2)
2 (a)(ii)	IDENTIFY ONE of the following or eq.:  Smoking / drinking beer	(1)
2 (b)(i)	IDENTIFY any ONE of the following: Running / socialising with friends or family/children / working as a Police Officer	(1)
2 (b)(ii)	<b>Lifestyle Choice - IDENTIFY any ONE of the following or eq.:</b> Being Vegetarian / not doing sport <b>Outline - of one of the above / similar:</b> Vegetarian diet can be low in fat which would be positive for health and wellbeing / mental health benefit if a choice spiritually. If vegetarian diet not low in fat bad for health and wellbeing / imbalanced diet e.g. lack of protein from not eating meat. Not doing sport could be negative for health and wellbeing - physical and mental health / e.g. of disease or conditions: obesity / CHD / Stroke.	(3)
2 (b)(iii)	<b>Identification - 1 mark</b> <b>Effect on health and wellbeing - 1 mark for a partial outline</b> <b>2 marks for a full outline (this could be 2 partially outlined)</b>  <b>Activity - IDENTIFY any ONE of the following:</b> playing computer games, watching sport on television with his dad; <b>Outline - accept the following or eq. :</b> bonding with his dad positive for health and wellbeing / social and emotional / intellectual health and development via computer games / not enough exercise as too much computer gaming bad for health and wellbeing / not socialising with other children as very isolated activity / does not play any sport this is bad for health and wellbeing;;	(3)
2 (c)(i)	<b>Identification - 1 mark</b> <b>Effect on health and wellbeing - 1 mark</b>  Accept any of the following or eq.: Increased risk of effects of passive smoking / coughs / asthma / more susceptible to other illnesses / chest infections / shortness of breath; lack of money for food and other necessities / bad role model for children;	(2)

2 (c)(ii)	<p><b>Identification - 1 mark</b>  <b>Effect on health and wellbeing - 1 mark</b></p> <p>Accept of any of the following or eq.:  cancer / especially lung, throat and mouth /  CHD / stroke / asthma /  lack of money / reduced social &amp;/or career  opportunities;</p>	(2)
2 (d)	<p><b>Level 1 (1-2 marks)</b>  Identification of activity;  Description of activity or simple effect on health  and lifestyle;</p> <p><b>Level 2 (3-4 marks)</b>  Identification of activity;  Description of activity;  simple effect on health and lifestyle;  Simple effect on an other aspect on health and  lifestyle or a full effect on a single aspect;</p> <p>Possible activities:  Any sport not already mentioned / exercise  classes &amp;/or gym / any hobbies / joining a club  together / eating healthy food / going on  holiday together</p> <p>Effects on health and wellbeing:  These should be appropriate and could relate to  physical/ intellectual / emotional or social</p>	(4)
		<b>Total 18 marks</b>



Question Number	Answer	Mark
3 (a)	<p><b>IDENTIFY</b> any <b>ONE</b> of the following or eq.:</p> <p>Must be social</p> <p>Being retired - positive having time to do what she likes, new social activities and experiences negative losing contact with her work friends and having a social life/ positive living near her family / time to spend with her husband / walking the dog with him</p>	(1)
3 (b)	<p><b>IDENTIFY</b> any <b>TWO</b> of the following or eq.:</p> <p>Must be social</p> <p>Going to the pub with friends / running with friends / living near his parents / watching sport on television with Steven / work as a Police Officer</p>	(2)
3 (c)	<p>Retirement - reduced income compared to when working/increased income due to inheritance or eq. (Should show understanding of 'economic')</p>	(1)
3 (d)	<p><b>Level 1 (1-2 marks)</b> Identification of activity; Description of activity or simple effect on health and lifestyle;</p> <p><b>Level 2 (3-4 marks)</b> Identification of activity; Description of activity; simple effect on health and lifestyle; Simple effect on an other aspect on health and lifestyle or a full effect on a single aspect;</p> <p>Possible responses and effects on health and well being: Not so much money on a pension / away from his work colleagues &amp;/or friends / feel isolated / feeling old and not good about himself / self-esteem high or low / more time to spend with his family / able to help Paul out since his wife died / feelings of worth / unworthy / feeling more involved with the community / being able to spend more time with his wife / son / grandchildren / closer bond / mental health / more time to do what he enjoys e.g. walking the dog, cycling</p>	(4)

Question Number	Answer	
3 (e)	<p><b>Level 1 (1-2 marks)</b>  Identification of activity;  Description of activity or simple effect on health and lifestyle;</p> <p><b>Level 2 (3-4 marks)</b>  Identification of activity;  Description of activity;  simple effect on health and lifestyle;  Simple effect on an other aspect on health and lifestyle or a full effect on a single aspect;</p> <p>Possible responses and effects on health and well being:  Able to see grandparents more often - positive for emotional , social and intellectual health and wellbeing / more support after the death of their mother a good thing all round e.g. emotional health and wellbeing / emotional bond / closer bond with grandparents / feeling loved and cared for / even when dad is at work always someone there to care for them / financial help and support / female role model by Mary for Lauren as mum has died</p>	(4)
3 (f)	<p><b>Level 1 (1-2 marks)</b>  Identification of effect;  Description of effect or simple effect on health and lifestyle;</p> <p><b>Level 2 (3-4 marks)</b>  Identification of effect;  Description of effect;  simple effect on health and lifestyle;  Simple effect on an other aspect on health and lifestyle or a full effect on a single aspect;</p> <p><b>Level 3 (5-6 marks)</b>  At this level. There should be good use of specialist language and clear links between the effects and subsequent impact on health and wellbeing.</p> <p>Possible responses and effects on h &amp; w.being:  Fear / upset / sad / stress / depression / unsafe / concerns that police are not doing enough to protect the community / mental health of all / future illnesses and conditions because of stress / physical health / long term effects on social-economic position of the village and the characters in case study</p>	(6)
		Total 18 marks

Question Number	Answer	Mark
4 (a)(i)	<b>IDENTIFY</b> any <b>ONE</b> of the following or eq.: BMI / Blood pressure / peak flow / temperature / pulse rate	(2)
4 (a)(ii)	Peak Flow test or eq.	(1)
4 (b)(i)	<b>IDENTIFY</b> any <b>ONE</b> of the following or eq.: Interviewing / Observation / Self-reporting / any example of a physical test / examination e.g. weight / blood test	(1)
4 (b)(ii)	<b>Organisation:</b> e.g. College/Social services/Cruise <b>Appropriate Worker:</b> Teacher / tutor / counsellor / personal tutor	(2)
		<b>Total 6 marks</b>

Question Number	Answer	Mark
5 (a)	<b>IDENTIFY</b> any <b>ONE</b> of the following:  Pulse Rate / Blood pressure / Waist Circumference / Body Mass Index / Peak Flow / Temperature	(1)
5 (b)	<b>IDENTIFY</b> any <b>ONE</b> of the following: must be different from answer to 5 (a)  Pulse Rate / Blood pressure / Waist Circumference / Body Mass Index / Peak Flow	(1)
5 (c)	<b>Level 1 (1-2 marks)</b> Simple description of measurement; Additional description of measurement or simple description of what measurement assesses;  <b>Level 2 (3-4 marks)</b> Clear description of measurement: Simple description of what measurement assesses; Further amplification of what measurement assesses;  Should be one of the measurements identified in 5(a) or (b)  <u>Pulse Rate</u> - measures the heart rate. Take the pulse rate at the wrist / sometimes either side of the neck / using two fingers / not thumb / beats per minute	

	<p><u>Blood Pressure</u> - measures the pressure exerted by the blood on the walls of the blood vessels [or similar wording] / Diastolic and systolic readings. Taken using Sphygmomanometer [any spelling] / cuff around the upper arm which is inflated / or electronic cuff machine</p> <p><u>Waist Circumference</u> - measures the size of the waist in inches or cms. Using a tape measure</p> <p><u>Body Mass Index</u> - measures whether someone falls into the healthy weight range for their height. Healthy range 19-25 / calculation of weight and height. Carried out by measuring a persons height and weight and then do a calculation to get the number</p> <p><u>Peak Flow</u> - measures lung function / measures speed of breathing out [exhalation] / width of bronchioles [any spelling]. Person takes a deep breath in and then blows quickly, as hard as they can into the tube. This measures the speed of the air being blown out of the lungs / take the highest score.</p> <p><u>Temperature</u> - to measure whether body core temperature is within the normal range. Using a thermometer - mouth / armpit / rectal for babies / LCD strip on forehead / machine in the ear</p>	(4)
		Total 6 marks

Question Number	Indicative Content	
6	<p><b>Level 1 (1-2 marks)</b> Only partial / brief description or explanation no real assessment</p> <p><b>Level 2 (3-4 marks)</b> Full / detailed description or explanation with some assessment / analysis. Some links may be made. Unlikely to be a conclusion.</p> <p><b>Level 3 (5-6 marks)</b> At this level. There should be good use of specialist language and clear links between the effects and subsequent impact on health and wellbeing. Full / detailed description with linked explanation with a full and detailed assessment / analysis, attempt at conclusion.</p> <p><b>ASSESS - Only Lauren</b></p> <p>To include: Physical and Mental Health and Wellbeing, Lifestyle Choices, Baseline Measurement information, Weight Measurement and BMI. Doctors view of her health, Mary's view of her health, vegetarian diet; mum's death affects of i.e. mental health, eating disorder, dad smokes so passive smoker, does not do any sport/assess how healthy or unhealthy Lauren's current health status is supported with evidence from the information and measurements.</p>	(6)
		<b>Total 6 marks</b>



	appropriately in (b) (iii) award marks	
•	•	• 10 marks

• Question • Number	• Answer	• Mark
• 2 (a)	<ul style="list-style-type: none"> <li>• 1 mark for general description</li> <li>• 2 marks for full description</li> <li>• e.g.</li> <li>• Personal hygiene/household tasks;</li> <li>• Further description of task;</li> </ul>	<ul style="list-style-type: none"> <li>• (2)</li> </ul>
• 2 (b)	<ul style="list-style-type: none"> <li>• 1 mark for general description</li> <li>• 2 marks for full description</li> <li>• e.g.</li> <li>• <u>Relationships</u></li> <li>• Lack of opportunity to develop relationships in rambling group;</li> <li>• Lack of opportunity to be part of a co-operative team</li> <li>• Lives on own and is lonely;</li> <li>• Feels socially isolated;</li> <li>• No longer meeting people through leisure activities;</li> </ul>	<ul style="list-style-type: none"> <li>• (2)</li> </ul>
• 2 (c)	<ul style="list-style-type: none"> <li>• 1 mark for general description</li> <li>• 2 marks for full description</li> <li>• e.g.</li> <li>• <u>Independence</u></li> <li>• Reduced level of independence;</li> <li>• Consequently, she can no longer do basic caring for herself - dressing, bathing;</li> <li>•</li> <li>• <u>Self-confidence</u></li> <li>• Reduced her self-confidence as she is no longer certain of her mobility competence;</li> <li>•</li> <li>• <u>Change of behaviour</u></li> <li>• Less socially active so fewer positive emotional contacts;</li> <li>• Frustration;</li> <li>•</li> <li>• <u>Bonding</u></li> <li>• Bonding relationships with members of rambling group not reinforced;</li> </ul>	<ul style="list-style-type: none"> <li>• (2)</li> </ul>
•	•	• Total 6 marks

Question Number	Answer	Mark
3 (a)	<p><i>For each way:</i>  <i>1 mark for identification</i>  <i>2 marks for further description</i>            e.g. Diet - Kosher;            No pork/            Only eat animals with cloven feet and who chew the cud e.g. beef/            Only eat forequarters/            Only eat fish with fins and scales /            Do not eat meat and milk together</p> <p>Preparation of food;            separate cooking and serving utensils for meat and milk</p> <p>Respect for Jewish customs,            e.g. fasting days (Yom Kippur - must observe certain events by fasting)</p> <p>Respect of Sabbath;            e.g. day of rest - activities forbidden, festive meals-Friday evening, Saturday lunch, Saturday evening</p> <p>Respect of religious festivals;            e.g. Purim, Days of Repentance</p>	(4)
3 (b)(i)	<p><i>1 mark for each statement - maximum of 3</i>            e.g.</p> <ul style="list-style-type: none"> <li>• Domiciliary care</li> <li>• By social care workers - do NOT accept social workers</li> <li>• Help with personal care - undressing, washing</li> <li>• Help with loneliness e.g. attending a day centre/lunch club</li> <li>• Care Plans</li> <li>• Specific aids</li> <li>• Complaints procedure</li> </ul>	(3)
3 (b)(ii)	<p><i>1 mark for each point described to 3</i>            e.g.</p> <ul style="list-style-type: none"> <li>• Regular reviews of care plan / keeping a record</li> <li>• Amendments to care plan, if required</li> <li>• Annual performance review of staff</li> <li>• Client or family appraisal</li> <li>• Example of professional - social worker, GP</li> <li>• Example of organisation</li> </ul>	(3)
		Total 10 marks



Question Number	Answer	Mark						
4 (a)	<p><i>1 mark for a correct physical development answer to total of 2</i></p> <p>If more than 2 answers are ticked, each wrong answer negates a correct one</p> <table border="1" data-bbox="391 465 892 725"> <thead> <tr> <th data-bbox="391 465 697 562"></th> <th data-bbox="697 465 892 562">Sian's stage of physical development</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 562 697 658">Uses pedals when riding tricycle &amp; can steer round corners</td> <td data-bbox="697 562 892 658">✓</td> </tr> <tr> <td data-bbox="391 658 697 725">Walks alone upstairs using alternate feet</td> <td data-bbox="697 658 892 725">✓</td> </tr> </tbody> </table>		Sian's stage of physical development	Uses pedals when riding tricycle & can steer round corners	✓	Walks alone upstairs using alternate feet	✓	(2)
	Sian's stage of physical development							
Uses pedals when riding tricycle & can steer round corners	✓							
Walks alone upstairs using alternate feet	✓							
4 (b)	<p><i>1 mark for 1 correct intellectual development answer to total of 2</i></p> <p>If more than 2 answers are ticked, each wrong answer negates a correct one</p> <table border="1" data-bbox="391 929 906 1126"> <thead> <tr> <th data-bbox="391 929 697 1025"></th> <th data-bbox="697 929 906 1025">Sian's stage of intellectual development</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 1025 697 1077">Constantly asks 'Why?'</td> <td data-bbox="697 1025 906 1077">✓</td> </tr> <tr> <td data-bbox="391 1077 697 1126">Draws man with head</td> <td data-bbox="697 1077 906 1126">✓</td> </tr> </tbody> </table>		Sian's stage of intellectual development	Constantly asks 'Why?'	✓	Draws man with head	✓	(2)
	Sian's stage of intellectual development							
Constantly asks 'Why?'	✓							
Draws man with head	✓							
		Total 4 marks						

<ul style="list-style-type: none"> <li>• Question Number</li> </ul>	<ul style="list-style-type: none"> <li>• Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Mark</li> </ul>
<ul style="list-style-type: none"> <li>• 5 (a)(i)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>1 mark an identification</i></li> <li>• <i>1 mark for further description</i></li> <li>•</li> <li>• Independence;</li> <li>• May be over dependent on parents /</li> <li>• Parents over-protective of child</li> <li>•</li> <li>• May lack self-confidence;</li> <li>• Description - hesitation in taking part in activities</li> <li>•</li> <li>• Changes in behaviour;</li> <li>• Example - anger/depression</li> <li>•</li> <li>• Bonding;</li> <li>• With whom - parents/family/friends</li> <li>• having to spend so much time with child</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• (2)</li> </ul>
<ul style="list-style-type: none"> <li>• 5 (a)(ii)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>1 mark for an identification</i></li> <li>• <i>1 mark for a further description</i></li> <li>•</li> <li>• Language development;</li> <li>• e.g. Possible delay due to less sensory stimulation;</li> <li>•</li> <li>• The idea of cognitive progress (however described);</li> <li>• e.g. May be slower due to lack of visual stimulation /</li> <li>• Needs specialist early education</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• (2)</li> </ul>
<ul style="list-style-type: none"> <li>• 5 (b)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>1 mark for identification/description</i></li> <li>• <i>1 mark for effect on social development</i></li> <li>• e.g.</li> <li>• Co-operation / teamwork / relationships;</li> <li>• Example of how interaction with others would be affected , e.g. does not get on so well with others / craves attention from others;</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• (2)</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Total 6 marks</li> </ul>

Question Number	Answer	Mark
6	<p><i>One mark for each socio-economic factor-total of 2</i>  <i>One mark for affect- total of 2</i>  e.g.  Being unemployment;  Affect e.g. mother at home all day so she may feel socially isolated /  May feel unfulfilled just being at home so be depressed /  Lack of contact with world of work may result in less stimulation for children /  No earned income from employment so limited spending power</p> <p>Poor housing;  Lack of space means limited play opportunities</p> <p>Poor environment;  High crime area/drug users in area so restricts play opportunities outside / negative role models</p> <p>Low Income;  Less toys / visits /  Social stigma of being on benefits</p>	(4)
		Total 4 marks

Question Number	Answer	Mark
7 (a)(i)	<p><i>1 mark for each physical change (total of 2)</i></p> <ul style="list-style-type: none"> <li>• Shoulders broaden / muscles stronger</li> <li>• Idea of voice changes</li> <li>• Increase level of male hormones / testosterone</li> <li>• Sexual organs / sperm mature</li> <li>• Enlargement of boy's genitals</li> <li>• Formation of sperm</li> <li>• Facial hair/pubic hair/ hair on chest &amp; underarms appears</li> <li>• Sudden increase in grease glands of the skin / potential disfiguring skin complaint/acne</li> </ul>	(2)
7 (a)(ii)	<p><i>One mark for an emotional change</i></p> <ul style="list-style-type: none"> <li>• Self-esteem examples e.g. can be upset by body changes / influenced by peer pressure</li> <li>• Mood swings</li> <li>• Possible changes in relationships or examples</li> </ul>	(1)
7 (a)(iii)	<p><i>One mark for a social change</i></p> <ul style="list-style-type: none"> <li>• Common to socialise in groups/gangs</li> <li>• Developing adult social activities or example</li> <li>• Peer group pressure/relationships more important than family influence</li> </ul>	(1)



	<ul style="list-style-type: none"> <li>•</li> <li>• <u>Physical health</u>- e.g. may run the risk of HIV/sexually transmitted diseases</li> <li>•</li> <li>•</li> <li>• <u>Life opportunities</u> - e.g. lower life expectation with HIV/sexually transmitted diseases /</li> <li>• If pregnancy results may result in financial/emotional commitments</li> <li>•</li> <li>• <b><i>Getting into trouble with the Police</i></b></li> <li>• <i>1 mark for affect on wellbeing</i></li> <li>• <i>1 mark for affect on life opportunities</i></li> <li>•</li> <li>• <u>Wellbeing</u> - e.g. may feel macho getting caught/humiliated getting caught</li> <li>• May feel frightened by experience /</li> <li>• May feel he is not wanted at home as has let family down /</li> <li>• May damage relationships at home / community</li> <li>•</li> <li>• <u>Life opportunities</u> - e.g. If he gets record may affect his opportunities for employment later</li> <li>• May disrupt his education / may result in time in custody or prison /</li> <li>• May have to give time to attend meetings with the Youth Offending Team /</li> <li>• Restrictions put by Court may curb his social activities</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>• (10)</li> </ul>
<ul style="list-style-type: none"> <li>• 7 (c)(i)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>1 mark for each identification (max 2)</i></li> <li>•</li> <li>• Observation</li> <li>• Interview</li> <li>• Report</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• (2)</li> </ul>
<ul style="list-style-type: none"> <li>• 7 (c)(ii)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>1 mark for a positive lifestyle. One from:</i></li> <li>•</li> <li>• Is socially popular</li> <li>• Has a girlfriend</li> <li>• Plays football</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• (1)</li> </ul>
<ul style="list-style-type: none"> <li>• 7 (c)(iii)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>1 mark for each correct answer (max. 3)</i></li> <li>•</li> <li>• Learn about contraception</li> <li>• Join a group which helps smokers give up the habit</li> <li>• Discuss problems with school counsellor</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• (3)</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Total 20 marks</li> </ul>







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