Specimen Assessments
SEC 36 Health and Social Care

2023

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Specimen Assessments

The sample assignment and controlled assessment specimen are only available as guidance for teachers and internal verifiers. Teachers are expected to develop their own assignment briefs and marking schemes including typical expected answers, and attach the relevant front sheets.

Specimen Assignment 1: Interpersonal Communication

Candidate's Declaration of Authenticity

I, the undersigned, _____ *(Name and Surname)*, declare that all the work I shall submit for this assignment will be my own.

I further certify that if I use the ideas, words, or passages from existing sources, I will quote those words or paraphrase them and reference them by making use of a reference system.

I am aware that should I submit work which is not mine, or work which has been copied from one or more sources, I will be penalised as per MATSEC Examinations Board policies related to plagiarism.

Candidate's Signature: _____

I.D. Card No.: _____

Date: _____

General Scenario

- Roberta is studying Childhood Education and Care at MCAST.

- Roberta has to attend a number of placement hours in a childcare setting to be awarded a qualification.

- She has been assigned to visit the Special Needs Centre in Sannat Gozo.

- Here, students follow an adapted educational programme according to their age and needs, at early years, primary and secondary level.

- During her placement, Roberta realizes that each service-user has different communication needs.

- Roberta is asked to reflect on this experience.

TASK 1   DEADLINE: **DD-MM-YYYY**

Answer the following questions as part of Roberta's reflective diary.

Question 1   **K-1 (4 marks)**

a. Identify the sender and the receiver by labelling them in Figure 1 below.   (1)

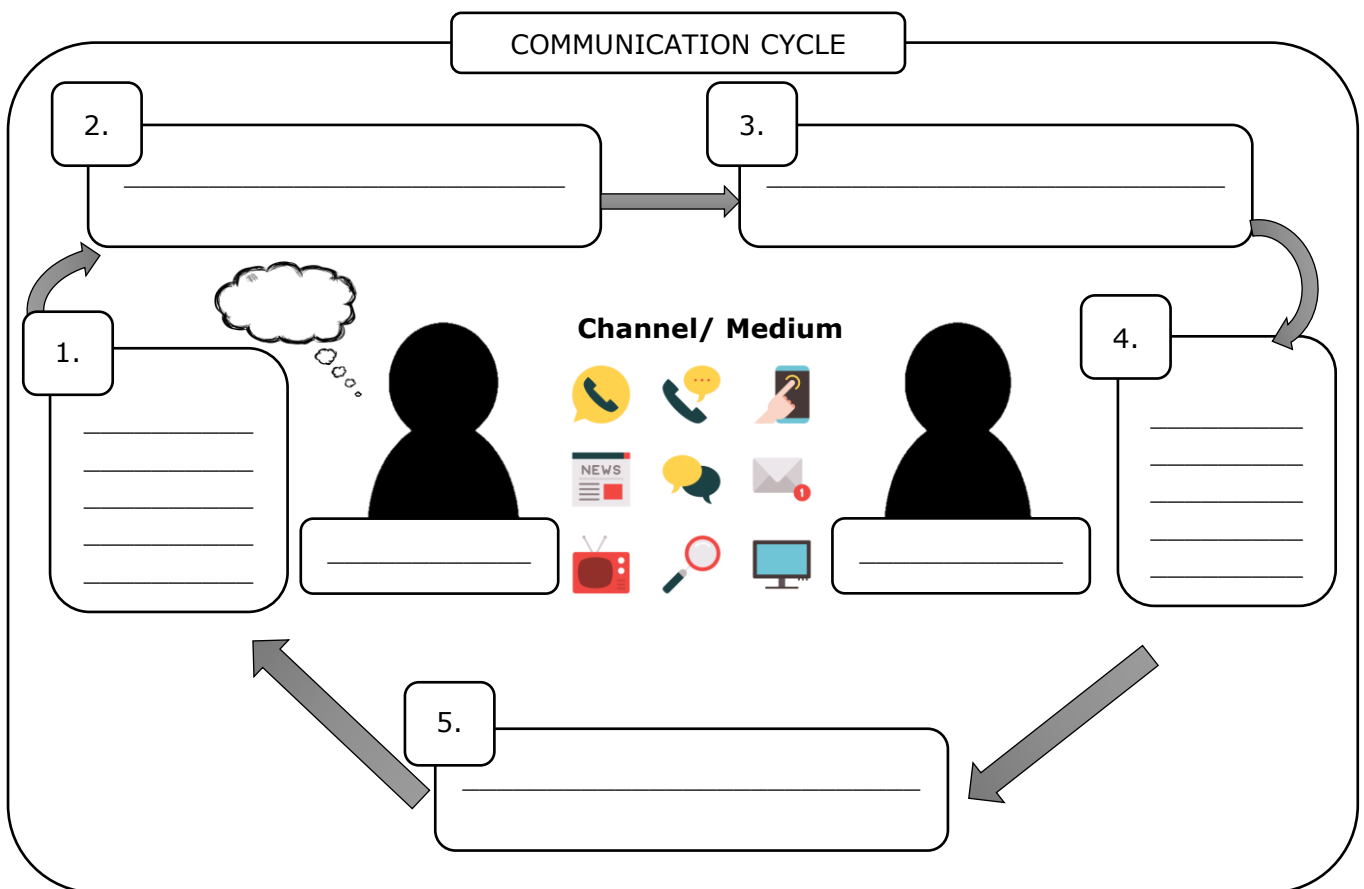b. Label the **FIVE** stages of the communication cycle in Figure 1 below.   (1)

Figure 1: The Communication Cycle

c. Outline the communication cycle.

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_____ (2)

Question 2   **C-1 (6 marks)**

a. Distinguish between one-way and two-way communication, showing the difference between them.

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_____ (2)

b. Differentiate between situations when one-way and two-way communication are used, by providing **FOUR** examples of each.

One-way communication

Example 1: _____ (0.25)

Example 2: _____ (0.25)

Example 3: _____ (0.25)

Example 4: _____ (0.25)

Two-way communication

Example 1: _____ (0.25)

Example 2: _____ (0.25)

Example 3: _____ (0.25)

Example 4: _____ (0.25)

c. Describe **FOUR** advantages of face-to-face communication.

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Question 3   **K-3 (4 marks)**

a. Mention the **FIVE** basic competences needed for effective communication, by filling in Figure 2.
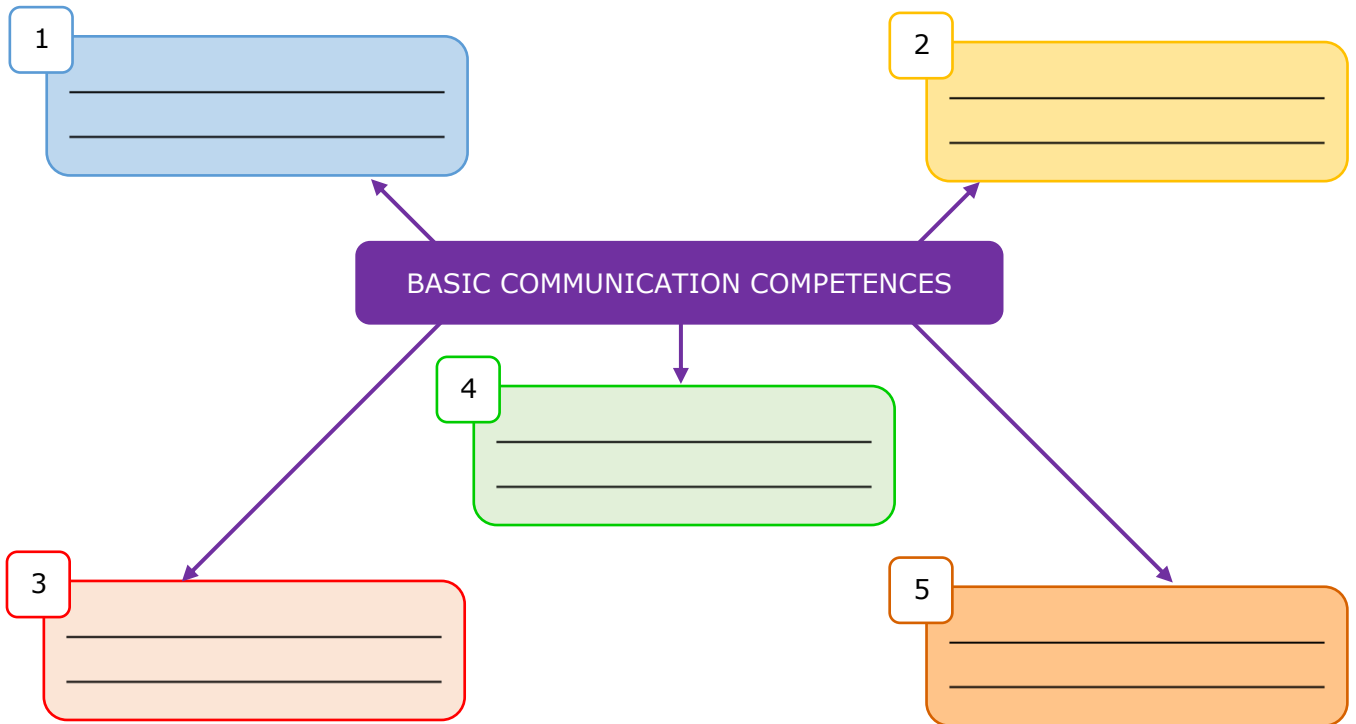

Figure 2: Basic Communication Competences

(1)

b. Match the following with the corresponding form of communication by writing them underneath the correct heading.

medical records	electronic devices	probing	summarization
eye contact	tone of voice	journals	referrals
sign language	prescriptions	constructive feedback	gestures
confrontation	memos	lip reading	braille
facial expressions	key word signing	posture	checking for understanding

VERBAL	WRITING

NON-VERBAL	AUGMENTATIVE AND/OR ALTERNATIVE

(1)

c. Describe **FOUR** different forms of communication, including a description of an example of a skill related to each form.

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_____ (2)

SUBMISSION FORMAT

Question 1: **To be answered on this Sheet**
Question 2: **To be answered on this Sheet**
Question 3: **To be answered on this Sheet**

SOURCES OF INFORMATION

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TASK 2

Background Information

- You are being asked to organise some activities for students and young adults.

- Participate in a group interaction, using basic competences to discuss and plan such activities.

Question 1   **Part of A-1 (3 marks)**

Participate actively in a group interaction using basic competences.

Question 2   **Part of C-2 (2 marks)**

Evaluate **FIVE** basic competences in the group interaction.

SUBMISSION FORMAT

Question 1:   **Practical**
Question 2:   **Group Communication Evaluation Sheet**

TASK 3

Background Information

- You will be asked to participate in a one-to-one interaction based on a situation or topic provided by your teacher.

Question 1   **Part of A-1 (7 marks)**

Participate actively in a one-to-one interaction using basic and advanced verbal and non-verbal communication skills.

Question 2   **Part of C-2 (4 marks)**

a. Evaluate **FIVE** basic verbal and **FIVE** basic non-verbal communication skills in the one-to-one interaction.   (2)

b. Evaluate **TWO** advanced verbal and **TWO** advanced non-verbal communication skills in the one-to-one communication.   (2)

SUBMISSION FORMAT

Question 1:   **Practical**
Question 2:   **One-to-One Communication Evaluation Sheets**

GROUP COMMUNICATION EVALUATION SHEET

Student's Name/ID:	
Class:	

Task & Question:	Task 2 – Question 2	**Criterion:**	C-2 MQF1

- Fill-in the circles to show how well you demonstrated each competence.
- Give a reason for your grade.

Competences	**Grading**	**Evaluation (Reason)**
1. _____	○○○○○	_____ _____
2. _____	○○○○○	_____ _____
3. _____	○○○○○	_____ _____
4. _____	○○○○○	_____ _____
5. _____	○○○○○	_____ _____

ONE-TO-ONE COMMUNICATION
BASIC SKILLS EVALUATION SHEET

Student's Name/ID:	
Class:	

Task & Question:	Task 3 – Question 2a	**Criterion:**	C-2 MQF2

1. Fill-in the circles to show how well you used each verbal and non-verbal skill.
2. Justify your grade by evaluating how each skill was used and how it affected the interaction.

Basic Verbal Skills	**Grading**	**Evaluation**
1. _____	○○○○○	_____ _____ _____ _____
2. _____	○○○○○	_____ _____ _____ _____
3. _____	○○○○○	_____ _____ _____ _____
4. _____	○○○○○	_____ _____ _____ _____
5. _____	○○○○○	_____ _____ _____ _____

Basic Non-Verbal Skills	Grading	Evaluation
1. _____	○○○○○	_____ _____ _____ _____
2. _____	○○○○○	_____ _____ _____ _____
3. _____	○○○○○	_____ _____ _____ _____
4. _____	○○○○○	_____ _____ _____ _____
5. _____	○○○○○	_____ _____ _____ _____

ONE-TO-ONE COMMUNICATION
ADVANCED SKILLS EVALUATION SHEET

Student's Name/ID:	
Class:	

Task & Question:	Task 3 – Question 2b	Criterion:	C-2 MQF3

Evaluate **TWO** advanced verbal and **TWO** advanced non-verbal communication skills in the one-to-one communication.

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Specimen Assignment 1 Marking Scheme

Criteria Reference	The candidate should be able to:	Task and Question Number	Maximum marks that can be achieved	Allocation of marks	What is expected in the answer/s
		Task 1	**4**		
K-1	MQF 1: Identify the sender and the receiver.	1a	1	Award 0.5 marks for each correct answer. (0.5 x 2 = 1)	The candidate is expected to identify the sender and the receiver by labelling them in the given figure.
	MQF 2: Label the stages of the communication cycle.	1b	1	Award 0.2 marks for each stages of the communication cycle labelled. (0.2 x 5 = 1)	The candidate is required to label the **FIVE** stages of the communication cycle.
	MQF 3: Outline the communication cycle.	1c	2	Award 0.4 marks for each stage outlined with the communication cycle. (0.4 x 5 = 2)	Basic information on each of the **FIVE** stages of the communication cycle needs to be included in the outline.
C-1		**Task 1**	**6**		
	MQF 1: Distinguish between one-way and two-way communication.	2a	2	Award 2 marks for the correct difference between the two ways of communication.	The difference between one-way and two-way communication should be provided.

	MQF 2: Differentiate between situations when one-way and two-way communication are used.	2b	2	Award 0.25 marks for each example of one-way and two-way communication. (0.25 x 8 = 2)	**FOUR** examples of one-way communication and **FOUR** examples of two-way communication should be provided.
	MQF 3: Describe the advantages of face-to-face communication.	2c	2	Award 0.5 marks for each advantage of face-to-face communication described. (0.5 X 4 = 2)	**FOUR** advantages of face-to-face communication are to be described in paragraph form.
		Task 1	**4**		
K-3	MQF 1: Mention the basic competences needed for effective communication.	3a	1	Award 0.2 marks for each basic competence mentioned. (0.2 x 5 = 1)	Students are to mention the **FIVE** competences.
	MQF 2: Match the skills with the different forms of communication.	3b	1	Award 0.05 marks for each skill correctly matched. (0.05 x 20 = 1)	Students are to match the given **TWENTY** skills with the corresponding form of communication provided.
	MQF 3: Describe the different forms of communication, giving an example of a skill related to each form.	3c	2	Award 0.25 marks for each form of communication described. (0.25 x 4 = 1) Award 0.25 marks for each description of an example of a skill related to each form. (0.25 x 4 = 1)	A description of each of the **FOUR** forms of communication and a description of an example of a skill related to each form is expected.

		Tasks 2, 3	10		
A-1	MQF 1: Participate in a group interaction using basic competences.	Task 2 Q1	3	As per Observation Sheet 1.	Refer to Observation Sheet 1.
	MQF 2: Participate in a spontaneous one-to-one interaction using basic verbal and non-verbal communication skills.	Task 3 Q1	3	As per Observation Sheet 2.	Refer to Observation Sheet 2.
	MQF 3: Participate in a spontaneous one-to-one interaction using advanced verbal and non-verbal communication skills.	Task 3 Q1	4	As per Observation Sheet 2.	Refer to Observation Sheet 2.
C-2		Tasks 2, 3	6		
	MQF 1: Evaluate the basic competences in a group interaction.	Task 2 Q2	2	Award 0.4 marks for the evaluation of each basic communication competence. (0.4 x 5 = 2)	Students are expected to evaluate **FIVE** basic competences in a group interaction using the provided template. **N.B.** *The evaluation should take into account not only those competences that were used but also the ones that should have been used, but were not, for effective communication.*

	MQF 2: Evaluate the basic verbal and non-verbal communication skills in a one-to-one interaction.	Task 3 Q2a	2	Award 0.2 marks for each basic verbal and non-verbal skill evaluated. (0.2 x 10 = 2)	Students are expected to evaluate **FIVE** basic verbal skills and **FIVE** basic non-verbal skills using the provided template. *N.B.* The evaluation should take into account not only those skills that were used but also the ones that should have been used, but were not, for effective communication.
	MQF 3: Evaluate the advanced verbal and non-verbal skills in a one-to-one communication.	Task 3 Q2b	2	Award 0.5 marks for each advanced verbal and non-verbal skill evaluated. (0.5 x 4 = 2)	Students are expected to evaluate **TWO** advanced verbal skills and **TWO** advanced non-verbal skills using the provided template. *N.B.* The evaluation should take into account not only those skills that were used but also the ones that should have been used, but were not, for effective communication.

OBSERVATION SHEET 1

NOT TO BE DISTRIBUTED TO STUDENTS

School:	NN -	Cohort:	2020-2023
Subject:	Health and Social Care	Level:	SEC
Unit:	1 – Effective Communication, Human Development and Holistic Care	Assignment:	1 of 3
Student's Name/ID:			
Teacher's Name:			
Task & Question:	Task 2 – Question 1	Criterion:	A-1 MQF1

Activity requirements to meet grading criterion

A-1	MQF 1	Participate in a group interaction using basic competences.			3 Marks

		Comments	Mark
Recognising when to use formal and informal communication	☐		0.6
Active listening	☐		0.6
Turn taking	☐		0.6
Decoding appropriately non-verbal skills	☐		0.6
Respecting others' opinions and being assertive	☐		0.6
Student's accumulated mark for A-1 [MQF1]:			

Other comments: _____

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Assessor's Signature:		Date:	

OBSERVATION SHEET 2

NOT TO BE DISTRIBUTED TO STUDENTS

School:	NN -	Cohort:	2020-2023
Subject:	Health and Social Care	Level:	SEC
Unit:	1 – Effective Communication, Human Development and Holistic Care	Assignment:	1 of 3
Student's Name/ID:			
Teacher's Name:			
Task & Question:	Task 3 – Question 1	Criterion:	A-1 MQF2,3

Activity requirements to meet grading criterion

A-1	MQF 2	Participate in a spontaneous one-to-one interaction using basic verbal and non-verbal communication skills.			3 Marks
				Comments	*Mark*
Basic verbal communication skills:					
Greeting		☐			0.3
Probing		☐			0.3
Checking for understanding		☐			0.3
Summarisation		☐			0.3
Termination		☐			0.3
Basic non-verbal communication skills:					
Facial expression		☐			0.3
Eye contact		☐			0.3
Posture		☐			0.3
Proximity		☐			0.3
Tone of voice		☐			0.3
Student's accumulated mark for A-1 [MQF2]:					

A-1	MQF 3	Participate in a spontaneous one-to-one interaction using advanced verbal and non-verbal communication skills.			4 Marks
				Comments	*Mark*
*Advanced verbal communication skills (only **TWO** skills to be demonstrated and graded):*					
Constructive feedback			☐		1
Empathy			☐		1
Confrontation			☐		1
*Advanced non-verbal communication skills (only **TWO** skills to be demonstrated and graded):*					
Gestures			☐		1
Touch			☐		1
Speech pace			☐		1
Student's accumulated mark for A-1 [MQF3]:					
TOTAL MARK FOR A-1 MQF 2 AND MQF 3 (OUT OF 7 MARKS):					

Other comments: _____

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Assessor's Signature:		**Date:**	

Specimen Controlled Assessment

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

L-Università
ta' Malta

SECONDARY EDUCATION CERTIFICATE LEVEL
SPECIMEN PAPER 2023

SUBJECT:	**Health and Social Care**
PAPER NUMBER:	Specimen Controlled – Unit 1
DATE:	XX^(th) May 2021
TIME:	10:00 a.m. to 11:35 a.m.

Answer **ALL** questions in the space provided.

SECTION A

Scenario

- Physio-Rehab is a rehabilitation centre where patients go for specific treatment.
- Neil, Mia and Patrick are three patients currently attending for treatment.
- Neil is an athlete with a knee injury.
- Mia suffers from severe back-pain following a bad fall.
- Patrick is 80 years old and recently had hip surgery.

Question 1   **K-2 (4 marks)**

a. List the **FOUR** different contexts for communication.

Context 1: _____   (0.25)

Context 2: _____   (0.25)

Context 3: _____   (0.25)

Context 4: _____   (0.25)

b. Distinguish when to use **TWO** different contexts of communication listed in Question 1a.

i. _____

_____ (0.5)

ii. _____

_____ (0.5)

c. • The rehabilitation centre's manager holds a morning staff meeting at the start of every week.

 • Whilst the patients are waiting for their turn in the reception, Neil is talking to Mia about the injury he suffered.

Identify **TWO** different contexts of communication taking place between the individuals in the above scenario. For each context, you should refer to the individuals who are communicating together.

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_____ (2)

Question 2   K-4 (4 marks)

Scenario (continued)

• A foreign physiotherapist is helping Patrick with a walking exercise.

• Patrick is finding difficulty in understanding the physiotherapist.

• Currently, there are works being carried out just outside the rehabilitation centre.

a. Define what is meant by "barriers to communication".

_____

_____ (1)

b. Identify **TWO** barriers to effective communication in the scenario given above.

Barrier 1: _____ (0.5)

Barrier 2: _____ (0.5)

c. Describe the effect of each of the **TWO** barriers identified in Question 2b on the sender and on the receiver (**FOUR** in total).

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Question 3   **C-3 (6 marks)**

a. Identify **TWO** ways to overcome barriers to communication identified in Question 2b.

Way 1: _____ (1)

Way 2: _____ (1)

b. Describe the **TWO** ways to overcome the barriers to communication identified in Question 3a above.

Way 1: _____

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_____ (1)

Way 2: _____

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_____ (1)

c. Explain **TWO** ways in which communication barriers can be overcome by Patrick during the walking exercise, considering that he is 80 years old and has a hearing impairment.

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SECTION B

Scenario (continued)

- Patrick lives with the family of his son, Mark Cassar.
- Mark and his wife Lucienne have two children; Jan and Nathan.
- Jan is 7 years old.
- Nathan is a 13-year old teenager.

Question 4   **K-5 (4 marks)**

a. List the **FIVE** key aspects of human growth and development of each life stage.

Key Aspect 1: _____   (0.2)

Key Aspect 2: _____   (0.2)

Key Aspect 3: _____   (0.2)

Key Aspect 4: _____   (0.2)

Key Aspect 5: _____   (0.2)

b. In Table 1, match the developmental changes to the life stages listed in the box below.

Infancy	Childhood	Adolescence	Adulthood	Old Age

Table 1: Developmental changes and corresponding life stages

Developmental changes	Life stage
Leave home and start living independently.	
Take one's first steps.	
Retire from work.	
Can skip, hop and cycle.	
Puberty and mood swings	

(1)

c. Describe **FOUR** key aspects of development that Jan is going through.

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Question 5   **K-6 (4 marks)**

a. List **ONE** of each of the following needs.

Physical: _____ (0.25)

Intellectual: _____ (0.25)

Emotional: _____ (0.25)

Social: _____ (0.25)

b. Focusing on Nathan's life stage, outline each need listed in Question 5a.

Physical: _____

_____

_____ (0.25)

Intellectual: _____

_____

_____ (0.25)

Emotional: _____

_____

_____ (0.25)

Social: _____

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_____ (0.25)

c. Describe **ONE** consequence for each of Nathan's physical, intellectual, emotional and social needs (**FOUR** in total), if these are not met.

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Question 6   K-8 (4 marks)

Scenario (continued)

- After spending some years at home taking care of her children, Lucienne applied for a new job.
- She was accepted and started her new employment.

a. Name **TWO** other life events, apart from finding a new job, that can affect individuals.

Life Event 1: _____ (0.5)

Life Event 2: _____ (0.5)

b. Outline how the **TWO** life events mentioned in Question 6a affect individuals.

Effect of life event 1: _____

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_____ (0.5)

Effect of life event 2: _____

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_____ (0.5)

c. Identify **TWO** positive and **TWO** negative influences which starting a new job may have on Lucienne's health and wellbeing.

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_____ (2)

Question 7   **C-5 (6 marks)**

Scenario (continued)

After a few months in her new job, Lucienne got pregnant again and had a lovely baby.

a. Identify how this particular life event affects all Lucienne's needs.

Physical Needs: _____

_____ (0.5)

Intellectual Needs: _____

_____ (0.5)

Emotional Needs: _____

_____ (0.5)

Social Needs: _____

_____ (0.5)

b. The media portrays having a baby as a very happy event.

Compare and contrast, giving **TWO** ways how the event of having a baby in real life and how it is portrayed by the media may be similar and/or different.

First way:

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_____ (1)

Second way:

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_____ (1)

c. Discuss how the birth of the new baby may affect the Cassar family, with regard to the physical, socio-economic, health, and lifestyle factors.

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Question 8   K-9 (4 marks)

a. State what "wellbeing" is according to the WHO definition.

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_____ (1)

b. List the **FOUR** components of a healthy lifestyle.

Component 1: _____ (0.25)

Component 2: _____ (0.25)

Component 3: _____ (0.25)

Component 4: _____ (0.25)

c. Outline the **FOUR** components of a healthy lifestyle, listed in Question 8b above.

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_____ (2)

Question 9   **K-10 (4 marks)**

Scenario (continued)

- Nathan rarely eats at home as he usually grabs something from a fast food outlet.
- He doesn't participate in any sports activities as he prefers to play some videogames instead.
- He does not have any close friends.
- Lately he was having trouble at school since he is not doing his home and school work well.

a. State **ONE** reason for assessing the health and well-being of a person.

_____

_____ (1)

b. Identify **TWO** components of a healthy lifestyle which are being neglected by Nathan.

Neglected Component 1:

_____ (0.5)

Neglected Component 2:

_____ (0.5)

c. Prepare a health plan to improve Nathan's wellbeing. You are to include **ONE** short term and **ONE** long term SMART goal to address any **ONE** component being neglected by Nathan, as identified in Question 9b.

Neglected Component: _____

SMART Short-Term Goal: _____

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SMART Long-Term Goal: _____

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SMART Health Plan to achieve the goals:

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(2)

Specimen Controlled Assessment Marking Scheme

Criteria Reference	The candidate should be able to:	Section & Question Number	Maximum marks that can be achieved	Allocation of marks	What is expected in the answer/s
		Section A	**4**		
K-2	MQF 1: List the different contexts for communication.	1a	1	Award 0.25 marks for each correct answer. (0.25 x 4 = 1)	Candidates are expected to list **FOUR** different contexts for communication.
	MQF 2: Distinguish when to use different contexts of communication.	1b	1	Award 0.5 marks for each correct answer. (0.5 x 2 = 1)	Candidates are expected to distinguish between **TWO** contexts of communication, from the ones listed in Question 1a.
	MQF 3: Identify different contexts for communication with different individuals in a given scenario.	1c	2	Award 1 mark for each identification of the context including different individuals in the given scenario. (1 x 2 = 2)	Candidates are expected to identify **TWO** contexts of communication including the individuals involved in each.
		Section A	**4**		
K-4	MQF 1: Define what is meant by barriers to communication.	2a	1	Award 1 mark for a correct definition.	Candidates are expected to define the term "barriers of communication".

	MQF 2: Identify the barriers to effective communication within a Health and Social Care environment.	2b	1	Award 0.5 marks for each barrier identified. (0.5 x 2 = 1)	Candidates are expected to identify **TWO** barriers to effective communication linked to the scenario given.
	MQF 3: Describe the effects of different barriers on both the sender and the receiver.	2c	2	Award 0.5 marks for each effect on sender and 0.5 marks for each effect on receiver described. (0.5 x 4 = 2)	Candidates are expected to describe **ONE** effect of each of the **TWO** barriers on the sender, and **ONE** effect of each of the **TWO** barriers on the receiver (**FOUR** in total).
		Section A	**6**		
C-3	MQF 1: Identify ways to overcome barriers to communication.	3a	2	Award 1 mark for each way identified. (1 x 2 = 2)	Candidates are expected to identify **TWO** ways to overcome the communication barriers identified in Question 2b.
	MQF 2: Describe ways to overcome barriers to communication.	3b	2	Award 1 mark for each correct description. (1 x 2 = 2)	Candidates are expected to describe the **TWO** ways to overcome communication barriers identified in Question 3a.
	MQF 3: Explain ways to overcome barriers to communication with a person with additional needs.	3c	2	Award 1 mark for each explanation given related to given situation.	Candidates are expected to explain **TWO** ways to overcome barriers to communication, with focus on the 80-year old person with a hearing impairment.

		Section B	4		
K-5	MQF 1: List the key aspects of human growth and development of each life stage.	4a	1	Award 0.2 marks for each correct key aspect listed. (0.2 x 5 = 1)	Candidates are expected to list the **FIVE** key aspects of human growth and development.
	MQF 2: Match developmental changes to each specific life stage.	4b	1	Award 0.2 marks for each correct match. (0.2 x 5 = 1)	Candidates are expected to match the given **FIVE** developmental changes with each life stage provided.
	MQF 3: Describe the key aspects of development at a particular life stage.	4c	2	Award 0.5 marks for each key aspect described for the given life stage. (0.5 x 4 = 2)	Candidates are expected to describe **FOUR** key aspects of development related to Jan's life stage.
		Section B	4		
K-6	MQF 1: List the Physical, Intellectual, Emotional and Social needs.	5a	1	Award 0.25 marks for each correct answer. (0.25 x 4 = 1)	Candidates are expected to list **ONE** physical, **ONE** intellectual, **ONE** emotional, and **ONE** social need.
	MQF 2: Outline the Physical, Intellectual, Emotional and Social Needs at a particular life stage.	5b	1	Award 0.25 marks for each PIES need outlined. (0.25 x 4 = 1)	Candidates are expected to outline each PIES need listed in Question 5a, in relation to the given life stage.
	MQF 3: Describe the consequences that will follow if the needs of a particular individual are not met.	5c	2	Award 0.5 marks for each consequence described. (0.5 x 4 = 2)	Candidates are expected to describe **ONE** consequence for each of Nathan's **FOUR** PIES needs, if these are not met.

		Section B	4		
K-8	MQF 1: Name the life events which influence the health and wellbeing of individuals.	6a	1	Award 0.5 marks for each life event named. (0.5 x 2 = 1)	Candidates are expected to name **TWO** life events except for finding a new job.
	MQF 2: Outline how different life events affect individuals.	6b	1	Award 0.5 marks for the correct outline of the effect of each life event. (0.5 x 2 = 1)	Candidates are expected to outline the effects on individuals of the **TWO** life events named in Question 6a.
	MQF 3: Identify the positive and negative influences which a specific life event may have on the health and wellbeing of a particular individual.	6c	2	Award 0.5 marks for each influence identified. (0.5 x 4 = 2)	Candidates are expected to identify **TWO** positive and **TWO** negative influences on Lucienne as a result of starting a new job.
		Section B	6		
C-5	MQF 1: Identify how a particular life event affects all the needs (PIES) of an individual.	7a	2	Award 0.5 marks for each effect of (PIES) needs in relation to the given life event. (0.5 x 4 = 2)	Candidates are expected to identify **ONE** effect of the given event on each of Lucienne's **FOUR** PIES needs.
	MQF 2: Compare and contrast a specific life event as portrayed by the media to that experienced by an individual in real life.	7b	2	Award 1 mark for each given similarity or difference. (1 x 2 = 2)	Candidates are expected to compare and contrast the birth of a child as portrayed by the media with how it is experienced in real life by an individual, by giving **TWO** ways.
	MQF 3: Discuss how a particular life event affects all the life factors in a particular scenario.	7c	2	Award 0.5 marks for each life factor discussed. (0.5 x 4 = 2)	Candidates are expected to discuss how the **FOUR** life factors of the Cassar family may be affected by the birth of the new baby.

		Section B	4		
K-9	MQF 1: State what wellbeing is according to the WHO definition.	8a	1	Award 1 mark for the correct WHO definition.	Candidates are expected to state what well-being is by providing a definition in line with the official one provided by the World Health Organisation (WHO).
	MQF 2: List the components of a healthy lifestyle.	8b	1	Award 0.25 marks for each component of a healthy lifestyle listed. (0.25 X 4 = 1)	Candidates are expected to list the **FOUR** components of a healthy lifestyle.
	MQF 3: Outline the components of a healthy lifestyle.	8c	2	Award 0.5 marks for each correct outline of the components of a healthy lifestyle. (0.5 X 4 = 2)	Candidates are expected to outline the **FOUR** components listed in Question 8b.
K-10		Section B	4		
	MQF 1: State the reason for assessing the health and well-being of a person.	9a	1	Award 1 mark for any correct reason for assessment.	Candidates are expected to state **ONE** reason for which the health and well-being of a person is assessed.
	MQF 2: Identify which components of a healthy lifestyle are being neglected in a given scenario.	9b	1	Award 0.5 marks for each component identified. (0.5 x 2 = 1)	Candidates are expected to identify any **TWO** components which are being neglected by Nathan in the given scenario.

| | | | | Award 0.1 marks for each correct element of SMART within each goal listed. (0.1 x 10 = 1) | Candidates are expected to include **ONE** short term and **ONE** long term SMART goal together with the SMART health plan covering both goals to address the neglected component. |
| MQF 3: Prepare a health plan for a given scenario, including short and long term SMART goals. | 9c | 2 | | Award 0.2 marks for each complete SMART element within the plan. (0.2 x 5 = 1) | *N.B. If any of the short-term or the long-term goals is not valid in terms of the plan, then 0.5 marks should be deducted.* |