

Examiners' Report/ Lead Examiner Feedback

June 2014

BTEC Level 1/Level 2 First in Health and Social Care

Unit 9: Healthy Living (20952E)



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1. LEAD EXAMINER'S REPORT

General Comments

The external assessment process was judged to be straightforward. There were 1720 entries for this examination.

Generally, learners showed an understanding of healthy living, the factors that contribute to healthy and unhealthy lifestyles, their effects on health and wellbeing and how to explore ways of improving health and wellbeing.

There were a number of questions that were misinterpreted or misread by the learners and it was evident that some centres did not cover all parts of the specification.

It was clearly evident that many learners struggled to present their answers as descriptions, explanations or a discussion. While a number of questions only required the learners to either identify or give their answers, learners who were not able to then describe, explain or discuss where required, limited the marks they were able to be awarded as a number of questions required this skill for higher marks.

This summer 2014 examination is the first for Unit 9 within the new BTEC First in Health and Social Care and it is pleasing to report that the paper performed across the grade boundaries as expected.

Individual Questions

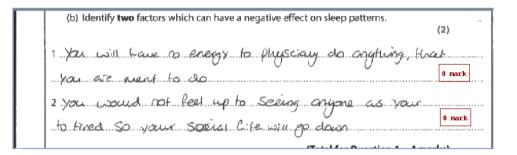
Question 1

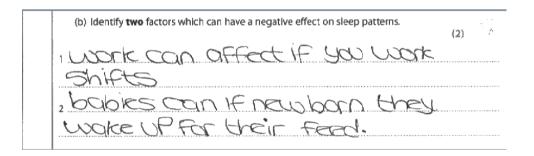
1(b)

Targeted Specification Area: Learning Aims A1 & A3

This question was incorrectly answered by many learners. Instead of correctly identifying factors which can have a negative effect on sleep patterns, they identified effects of poor sleep patterns which had been the focus of Q1a.

0 marks awarded





2(b)

Targeted Specification Area: Learning Aims A1 & A3

This question required learners to simply give one short-term effect of smoking on a person's physical health. Many learners incorrectly gave a long-term effect of smoking instead eg. lung cancer, rather than a short-term effect.

0 marks awarded

(b) Give one short-term effect of smoking on a person's physical health.	(1)
you can get seriously ill and	*
can get lung concer by smo	ang.

(b) Give one short-term effect of smoking on a person's physical health.	
(1)	
Feeling brauthlessneh whon exercising	
	· -

Targeted Specification Area: Learning Aims A1 & A3

This question required the learners to simply give two effects of poor personal hygiene on a person's health and wellbeing. Learners often got one out of the two correct rather than two effects correct and/or they gave examples of what poor personal hygiene is.

1 mark awarded

	3 Personal hygiene is an important part of a healthy lifestyle.	
	Give two effects of poor personal hygiene on a person's 'health and wellbeing'.	
	poor hygiene may lead some one 16 have skin infections.	
	2 III	
ł	(Fotal for Question 3 = 2 marks)	

3 Personal hygiene is an important part of a healthy lifestyle.
Give two effects of poor personal hygiene on a person's 'health and wellbeing'.
More likely to get a disease or
2 Unable to keep friendships and sexual relationships.
(Total for Question 3 = 2 marks)

Targeted Specification Area: Learning Aims A1 & A3

Learners were required to simply give two physical benefits of having a regular exercise routine. Learners often incorrectly gave an emotional benefit or a social benefit, rather than a physical benefit.

1 mark awarded

4 Regular exercise is an important part of a healthy lifestyle.	
Give two physical benefits of having a regular exercise routine. 1 Staying At Court	
2 Possitive Selfimage	
(Total for Question 4 = 2 marks)	

4	Regular exercise is an important part of a healthy lifestyle.
	Give two physical benefits of having a regular exercise routine.
1.	increases energy levels.
2	keeps the body fit and healthy:
1.1	(Total for Question 4 = 2 marks)

5 (a)

Targeted Specification Area: Learning Aims A3 & A4

This is the first question on the examination paper requiring the learners to 'describe' rather than to 'give' or 'identify' as in earlier questions. Learners were required to initially identify how excessive alcohol consumption can lead to having an accident; this part was often completed well by learners. The further mark available was for the correct description/elaboration of their initial point; this was often not completed well, if at all.

1 mark awarded

5 Jayne has a busy social life and enjoys going to wine bars with her friends. She regularly drinks in excess of the recommended weekly intake limit for a woman. (a) Describe one way in which excessive alcohol intake can lead to having an accident. (2) you will be too drunk which means you will lark concentration. You will also not be Stable enorgh to day you will use balance while stending.

2	Jayne has a busy social life and enjoys going to wine bars with her friends. She regularly drinks in excess of the recommended weekly intake limit for a woman.
	(a) Describe one way in which excessive alcohol intake can lead to having an accident. (2)
	Alcohol interacts with the brain 50 reactions show down so the person will
	not have nine to thick causing an accident to happen.

Targeted Specification Area: Learning Aims A3 & A4

This question performed similarly to Q5a as learners tended to correctly identify what Jayne's family could do to help Jayne reduce her alcohol intake. However, many learners then found it difficult to correctly describe the support that could be given to Jayne for the second mark. Many learners only identified and did not attempt to describe; or, they identified two ways Jayne's family could help her reduce her alcohol intake with no description.

1 mark awarded

(b) Describe what Jayne's family could do to help Jayne reduce her alcohol intake.	
her Family could tell her what she	
could be doing to her body by drinking	
to much.	

Jayne's family are worried about her drinking habits and are trying to help her to reduce her alcohol intake.	
(b) Describe what Jayne's family could do to help Jayne reduce her alcohoi intake. (2)	
Jaynis family causal seen formal support from	
a social werner or elsecon the will give borne ner	
family and norself methods of cutting down the	
scrow of around.	не к. – к. –

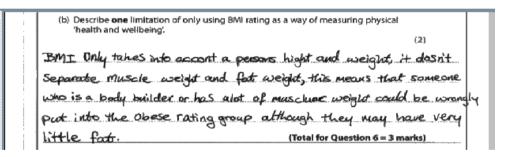
6 (b)

Targeted Specification Area: Learning Aim A3

Learners were often not able to identify a limitation of only using BMI rating as a way of measuring physical health and wellbeing and, because of this, they were then unable to correctly describe this limitation for the full 2 marks. Many learners just identified what BMI means (that it is a calculation using height and weight).

1 mark awarded

			(b) Describe one limitation of only using BMI rating as a way of measure 'health and wellbeing'.	ring physical	
		7	Just 45/100 BAT 150% good	(2)	
and a state of the	i		Might wat be correct	- all the	
			time -		

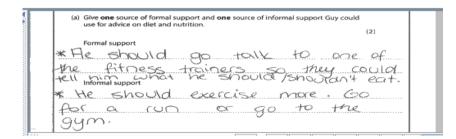


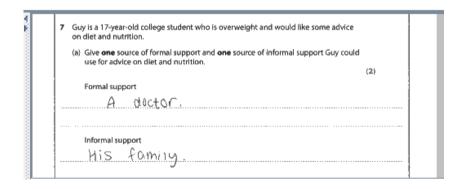
7 (a)

Targeted Specification Area: Learning Aim B2

This question required learners to simply give one source of formal support and one source of informal support that Guy could use for advice on diet and nutrition. Many learners gave the expected answers of 'GP' for formal support and 'Family' for informal support. If learners were giving 'Weightwatchers' as an answer, they often incorrectly identified this support as informal rather than formal and if learners were giving 'personal trainer' as an answer they often incorrectly identified this support as informal. A number of learners incorrectly got formal support and informal support mixed up and confused and achieved no marks.

1 mark awarded





Targeted Specification Area: Learning Aims A1, A2 & A3

This is the first question on the examination paper requiring the learners to 'explain.' Learners were required to explain two possible effects of being overweight on Guy's emotional health and wellbeing. Many learners were able to give a comprehensive explanation of one possible effect but not two possible effects. Often the second possible effect was a repeat of the first effect but re-worded. Many learners also incorrectly explained one or two possible effects of being overweight on another area of Guy's health and wellbeing and not his emotional health and wellbeing eg. physical health. A significant number of learners correctly identified two possible effects but were then unable to develop these any further into explanations.

	(b) Explain two possible effects of being overweight on Guy's emotional 'health and wellbeing'.	
	(4)	
	1 by being overweight he could get buillied, this could effect him emphanally, this could	
	this could effect him emotionally, this could	
	alished him In Collage and hot being	
	able to do his Work Propagy or getting	
	Clishracted.	
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2 The Second Boint he Could be Comford
earing. So he caud be eating bad things
to Compart himself. By doing this you
will be Pulting on weight by an the bad things you ear.
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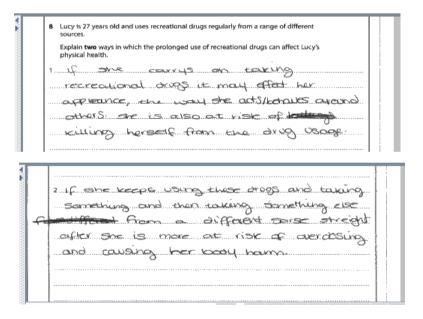
(b) Explain two possible effects of being overweight on Guy's emotional 'health and wellbeing'.

(4) 1 If Guy is over weight he may have no self confidence or self esteem because people may judge him on his looks and not his personality. He may be prone to bullying which could make him isolated and not want to go out and socialise with others. By being isolated he could turn to unhealthy food which may lead him to have bad mood swings.

2. He may become depressed and his levels of confidence may shoot down Being over weight cauld effect Gruy is relationships with girls because girls may not be into him. He may not want to socialise with his friends because he may feel will be doen't fit in

Targeted Specification Area: Learning Aims A1, A2 & A3

Learners were required to explain two ways in which the prolonged use of recreational drugs can affect Lucy's physical health. Many learners were able to give a comprehensive explanation of one way but not two ways. Often the second way was a repeat of the first way but re-worded. A significant number of learners correctly identified two ways but were then unable to develop these any further into explanations. A number of learners incorrectly identified another area of health and wellbeing eg. emotional health and wellbeing rather than the required focus of Lucy's physical health.



1 Prolonged use of recreational drugs could lead to Lucy becoming addicted. Being addicted to drugs means that Lucy's body might suffer from withdraw symptoms. Also, some drugs might give Lucy imparced judgement and make her have an increase in risk taking by such as jumping. Out windows or rowenning onto roads which could lead to her injuring hersey physically.

2 Horisinged use of recreational drugs might mean that they don't have as much effect so to the get the same effect, way might tool increase her drug intoke which could lead to her avordosing newself which harms her body and could even kill her

Targeted Specification Area: Learning Aims A3 & A4

This question required learners to explain two ways in which lifestyle choices can have a negative effect on a person's intellectual health and wellbeing. Many learners identified incorrect lifestyle choices eg. 'rely on transport' or 'getting obese' yet were then unable to access any further marks for their explanations.

A large number of learners incorrectly identified and/or explained how recreational drugs as a lifestyle choice could have a negative effect, despite being asked not to use recreational drugs as an answer.

A significant number of learners correctly identified two ways but were then unable to develop these further into explanations. A number of learners incorrectly identified another area of health and wellbeing eg. physical health and wellbeing, rather than the required focus on a person's intellectual health and wellbeing.

2 marks awarded

LOW.

9 A person's intellectual 'health and wellbeing' is an aspect of a healthy lifestyle. Apart from using recreational drugs, explain **two** ways, using examples, in which lifestyle choices can have a **negative** effect on a person's **intellectual** 'health and wellbeing'. Breed Alanal Cousing hangdvers may cause a child to miss out on days of school causing them to coose vital education and therefore Suffering intellectually On an coult with work 2 Lack of exercise may cause Frequent low meads and in some cases depression. Exercise lifts a persons mood cause of the adrenition rushing through your body and without this your mood will be very

A person's intellectual 'health and wellbeing' is an aspect of a healthy lifestyle.
Apart from using recreational drugs, explain two ways, using examples, in which lifestyle choices can have a negative effect on a person's intellectual 'health and wellbeing'.
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ID Crossing, Wowled, health and the second that health and the s

2 Smaling is enother one because Droking to much could lead to hearing a Stroke with could lead. to the bot being abe to use thet part of the brain again

Targeted Specification Area: Learning Aims A4, B1, B2 & B3

Learners were required to explain two possible difficulties Ruby may have in starting regular exercise to improve her health and wellbeing. A large number of learners correctly identified one possible difficulty and developed this into a comprehensive explanation, but then their second possible difficulty was either a repetition of the first possible difficulty or completely incorrect. A significant number of learners correctly identified two possible difficulties for Ruby but were then unable to develop these into explanations.

10 Ruby is a sixth-form college student. She wishes to improve her 'health and wellbeing' and has decided to start exercising regularly. Explain two possible difficulties Ruby may have in starting regular exercise to improve her 'health and wellbeing'. . She would have mutines avound hor and COLINSOS 2 ALSO She might want KAN MA College of ar or SISUAD INTOTIL In with per

Explain two possible difficulties Ruby may have in starting regular exercise to improve her 'health and wellbeing'. 1 Ruby heave have bruchle Starting regular exercise because of her Studies. Her Studies can take up all up here time so she may not have time to herselfto Genère

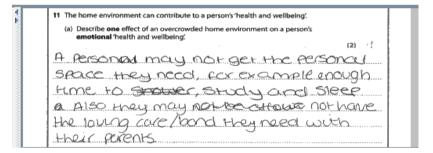
2 Ruby's Friends May distract her end try to convince her to go out with they, some where, like a night club. Do she May get drunk instead of going to the gym or for a() by

11(a)

Targeted Specification Area: Learning Aims A3 & A4

This question required learners to describe one effect of an overcrowded home environment on a person's emotional health and wellbeing. On the whole, learners did focus on a person's emotional health; however, a number of learners focused their answer on a person's physical health instead. A large number of learners correctly identified one effect but then did not develop this into a description, so they were unable to access the second mark.

1 mark awarded



	11 The home environment can contribute to a person's 'health and wellbeing'.	
	 (a) Describe one effect of an overcrowded home environment on a person's emotional 'health and wellbeing'. 	
	(2)	
	IF someone lives in an overgrowood home	
· ·	environment, it could affect them emotionally	
	because they may get too crowded and free	
	Like 100 many people are there it could make	
	them feel angry or even could begin to	
	get stressed because lineres no room.	

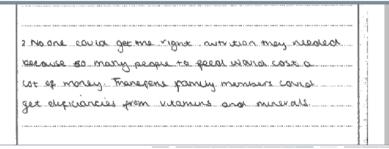
11(b)

Targeted Specification Area: Learning Aims A1, A2 & B2

Learners were required to explain two effects that an overcrowded home environment may have on a person's physical health. A large number of learners got emotional and physical health mixed up and incorrectly gave answers referring to a person's emotional health eg. stressed. Where learners did refer to a person's physical health, they often identified an effect eg. contracting an infection but then they did not develop this into an explanation for a full two marks.

A large number of learners included answers regarding overcrowding stating 'you don't have a good income and so therefore you cannot eat a balanced diet and this affects your physical health.' This focus is incorrect.

(b) Explain two effects that an overcrowded home environment may have on a person's physical health.			
(4)			
1 if two propher shared a room one could have	tile oxiz		
poor personal hygins meneçcine carch an	and the second		
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than counce poss a on to the entries partitly	1		
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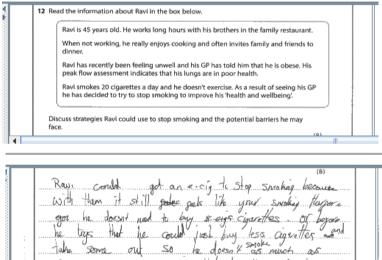


(b) Explain two effects that an overcrowded home environment may have on a person's physical health. (4) 1. An overcrowded home environment make it easy for illnesses and dissovers to spread the to potneges and for pathogens to move from one person to another This means a person twing in an overcrowded have environment mey be more vulnerable to illness and dissove

2 Due to overcrowdress, bacteria can easily gather and in damp, ments contents and to can easily be transferred in air which could lead to breathing difficulties such as asthma for some one who lives in an overecrowded home environment

Targeted Specification Area: Learning Aims A1, A2, A3, A4, B1 & B2

The learners were given a small case study about Ravi. This question gives the opportunity for learners to show all they know about the whole specification content with the specific focus on smoking. Learners are required to do two things: discuss strategies Ravi could use to stop smoking and the potential barriers Ravi may face. A large number of learners included everything about Ravi from the case study in their answer, rather than just focusing on smoking and this would be mainly a list rather than developed into a discussion. Whilst the case study content is relevant, the learner's answer should explicitly focus on smoking eg. using nicotine patches/sprays but then often did not develop this any further as a discussion and their answer remained a list of strategies. The potential barriers Ravi may face was not covered as well as the strategies that Ravi could use.



20 cigarettes or 18 that doesn't work he could Use-5 a ++ 5 patch on his am

In my apinner, 2011, could unprave not healing anon well being. There are some straight mot have cover (snould also Firstly be could ever an down the number of cigarestes is day to ease him of them and tale him off the nucleurith protecting that have cover along the nucleurith protect and hastors for information on gruting sharing and fast and every ways on along so. Sincely, have could make friends

Bet superre from them, Whe a support gracy get superre from them, Whe a support gracy toward fail in a support gracy place, tributy for them and the tost of start to get stressed and go to the tost of nicotine in ugaketes to calm him davin Secondly werking in the formily rectivant means that other hermosts caused may show a not pear freesure

In my opinion ... that that BONS with improve mis near one weissering if ne changes and daes cersain things to senefic him. the could seek addite from formity and desters. Ray should also see minself a SalifleT to get to make with his goo. It reserves and met he has a surease and requests time scale.

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Grade Boundaries

Unit	Max Mark	D	М	Р	L1	U
20952 unit 9: Healthy Living	50	43	34	26	18	17 and under

External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

What is a grade boundary?

A grade boundary is where we 'set' the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries - this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in externally assessed question papers

Each exam we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Grade boundaries for all papers can be found here: <u>http://pastpapers.edexcel.com/content/edexcel/grade-boundaries.html</u>







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