



Examiners' Report/ Lead Examiner Feedback

June 2015

NQF BTEC Level 2 in Health and Social
Care

Unit 9: Healthy Living (20952E)

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LEAD EXAMINER'S REPORT

General Comments

The external assessment process was carried out effectively and there were no significant issues to report.

The paper performed well, and the full range of marks able to be accessed by learners in each question item. Overall the paper differentiated well between the learners who sat the paper.

Most learners showed some knowledge and understanding of the unit content; healthy living; factors that contribute to healthy and unhealthy lifestyles; the effects of factors on health and wellbeing, and ways of improving health and wellbeing.

Some learners misinterpreted or misread questions on occasions, leading to some inappropriate responses.

Learners sometimes failed to offer descriptions, explanations or discussions where the question asked them to do so, showing misunderstanding of the command verb in the question. This limited the marks they were able to be awarded since a number of questions required understanding of these requirements for higher marks to be gained.

Individual Questions

Question 1

1(b)

Targeted Specification Area: Learning Aims A2 & A3

This question was correctly answered by most learners and the effects of regular exercise on emotional health were accurately identified. Some learners had given answers that looked at problems created by excessive exercise, for instance 'less time', or that related to physical or social effects of exercise.

0 marks awarded

(b) State **one** effect of regular exercise on a person's **emotional** health.

(1)

Increased Stress

2 marks awarded

(b) State **one** effect of regular exercise on a person's **emotional** health.

(1)

one effect on a persons emotional health could be increased self-esteem

Question 2
2(b)

Targeted Specification Area: Learning Aims A2 & A3

This question required learners to identify two long-term health risks associated with a lack of dietary fibre. Very few learners gained both marks on this question and many gained no marks. Generally knowledge of the effects of a lack of dietary fibre was very weak.

0 marks awarded

(b) Identify **two** health risks associated with a diet lacking in fibre.

(2)

- 1 becoming unwell
- 2 Could become overweight and have later problems.

1 mark awarded

(b) Identify **two** health risks associated with a diet lacking in fibre.

(2)

- 1 It could possibly make your hair fall out.
- 2 It could stop you from going to the toilet to excrete if you don't get enough, ^{which you} means being ill.

Question 3

Targeted Specification Area: Learning Aims A1, A2 & A3

This question required learners to state two negative effects of smoking on a person's health. Most learners were able to give at least one correct effect. Some gave answers about non-health effects, such as social consequences.

1 mark awarded

3 Smoking has a negative effect on a person's health.

State **two** negative effects of smoking on a person's health.

(2)

- 1 cancer of the lungs
- 2 ~~causes lung cancer~~
unable to think clearly

2 marks awarded

3 Smoking has a negative effect on a person's health.

State **two** negative effects of smoking on a person's health.

(2)

- 1 It can cause lung cancer and make the person become very ill.
- 2 It can also cause heart disease making the person at risk of a heart attack.

Question 4

Targeted Specification Area: Learning Aim A3

This question required learners to identify two factors that can have a positive effect on sleep patterns. A number of learners misread the question and instead answered by giving the positive effects on a person of having a regular sleep routine. Learners who had read the question correctly often gained both marks.

0 marks awarded

(b) Identify **two** factors that may have a **positive** effect on a person's sleep patterns.

(2)

- 1 One positive effect would be on there intellectual development as having a good sleep pattern will allow them to concentrate at college.
- 2 Another one could be on there emotional development as they are going to have a lot more energy and will be working up in better form.

2 marks awarded

(b) Identify **two** factors that may have a **positive** effect on a person's sleep patterns.

(2)

- 1 ~~thing~~ People will sleep better if there is nothing to stress about and to over think about.
- 2 more exercise and activities you do during the day will make you more relaxed and tired at night.

(Total for Question 4 = 4 marks)

Question 5
5(a)

Targeted Specification Area: Learning Aim A3

This question required learners to describe how breakfast could benefit intellectual development for Joe, a sixth form student. Most learners gained at least one mark by stating an outcome, e.g. better concentration, or increased focus. Some went on to provide a description and gained both marks.

1 mark awarded

5 Joe is in the sixth form at school. His school provides a 'breakfast club' each day to ensure staff and students are able to eat breakfast before lessons start.

(a) Describe how having breakfast at the start of the school day will benefit Joe's **intellectual** wellbeing.

(2)
This will help Joe concentrate and make him do well in his work.

2 marks awarded

5 Joe is in the sixth form at school. His school provides a 'breakfast club' each day to ensure staff and students are able to eat breakfast before lessons start.

(a) Describe how having breakfast at the start of the school day will benefit Joe's **intellectual** wellbeing.

(2)
It will benefit Joe's intellectual well-being as the food will provide him with energy and then Joe won't feel tired. therefore ~~increasing~~ benefitting his intellectual well-being as he will be more focused in class.

5(b)

Targeted Specification Area: Learning Aims A4 and B2

This question required learners to describe one way in which peer group pressure could influence Joe's decision to have breakfast at school. Some learners focused their answer on other possible negative outcomes of peer group pressure. Most gained at least one mark for this question.

0 marks awarded

(b) Describe **one** way in which peer group pressure could influence Joe's decision to have breakfast at school.

(2)

Peer pressure ^{can} influence Joe ~~by~~ negatively by his friend leading him to smoking or other wrong stuff such as drinking alcohol. This will affect him socially as he will ~~not~~ think he will not fit in the group if he doesn't do it.

2 marks awarded

(b) Describe **one** way in which peer group pressure could influence Joe's decision to have breakfast at school.

(2)

Joe is up to the age where he listens to his peers and probably does what they do, so if his friend don't have breakfast at school or think it is uncool Joe would listen to them and think the same.

Question 6
6(a)

Targeted Specification Area: Learning Aims A2 and A3

This question required learners to identify one lifestyle choice that could increase the risk of developing type 2 diabetes. Most learners identified poor/unhealthy diet as a factor and gained mark on this question. Some learners gave incorrect answers that were about decreasing the risk of diabetes.

0 marks awarded

6 Type 2 diabetes is a common illness.

(a) Identify **one** lifestyle choice that could increase an individual's risk of developing type 2 diabetes.

(1)

Eating Fresh Fruit and vegetables.

1 mark awarded

6 Type 2 diabetes is a common illness.

(a) Identify **one** lifestyle choice that could increase an individual's risk of developing type 2 diabetes.

(1)

unbalanced/unhealthy diet

6(b)

Targeted Specification Area: Learning Aim A4

This question required learners to identify one formal and one informal source of support. Many learners gave correct answers to this question, with GPs and family/friends being very common responses. Some looked at ways of giving advice, rather than at sources of support.

0 marks awarded

(b) Give **one** source of formal support and **one** source of informal support that an individual could use for advice on managing type 2 diabetes.

(2)

Formal support

A Powerpoint.

Informal support

~~Just~~ Telling people.

2 marks awarded

(b) Give **one** source of formal support and **one** source of informal support that an individual could use for advice on managing type 2 diabetes.

(2)

Formal support

from a GP.

Informal support

friends and family

Targeted Specification Area: Learning Aim A2 and A3

This question required learners to explain two ways that care home staff could prevent the spread of an infection amongst the residents. This question was generally not well answered and most learners gave poorly explained answers. Many answered in terms of treatment for sufferers of the infection, rather than in terms of reducing spread of the infection.

0 marks awarded

- 7 Yasmin is a care assistant in a residential care home for older people. An infection has made a few residents very unwell.

Explain **two** ways Yasmin, the other staff and the residents could stop the spread of the infection.

- 1 Provide the treatment for the residents that is needed. This is to prevent the illness from spreading to other residents in the care home.
- 2 Report the infection that is making the residents ill before it gets worse and spreads throughout the residential home. Older people's immune system is very low and they are quicker to catch the illness but slower to get rid of the illness.

2 marks awarded

7 Yasmin is a care assistant in a residential care home for older people. An infection has made a few residents very unwell.

Explain **two** ways Yasmin, the other staff and the residents could stop the spread of the infection.

1

• The people that have the infection can stay away from the people that don't

~~•~~

2 Make sure they are all clean and wash hands and clean the area around them.

Question 8
8(a)

Targeted Specification Area: Learning Aims A1 and A3

This question required learners to identify one disease associated with excessive alcohol consumption. This question was generally well answered by learners, and most correctly identified an appropriate disease. Some simply answered incorrectly.

0 marks awarded

8 Mark is a successful businessman who drinks alcohol on a daily basis in excess of the recommended safe amount.

(a) Identify **one** disease associated with excessive alcohol consumption.

(1)

..... Lung

1 mark awarded

8 Mark is a successful businessman who drinks alcohol on a daily basis in excess of the recommended safe amount.

(a) Identify **one** disease associated with excessive alcohol consumption.

(1)

..... Liver disease

8(b)

Targeted Specification Area: Learning Aim B1

This question required learners to identify two possible sources of support that could give Mark advice on alcohol consumption. Most learners were able to give at least one correct answer, and many gave two and gained both marks. Some looked at things Mark could do for himself, which was not a correct answer to the question asked.

1 mark awarded

(b) Identify **two** sources of support that could provide Mark with advice on alcohol consumption.

(2)

- 1 He may take it upon himself and look for information on the internet.
- 2 He may turn for advice to his local GP which will help and support him.

2 marks awarded

(b) Identify **two** sources of support that could provide Mark with advice on alcohol consumption.

(2)

- 1 Counsellor could support Mark with advice that alcohol is doing to his body.
- 2 Family or friends could do some research and provide Mark with advice on alcohol consumption.

8(c)

Targeted Specification Area: Learning Aims A2 and A3

This question required learners to explain two risks to Mark's health and well being of drinking too much alcohol. Most learners gained marks by mentioning effects of excessive alcohol consumption, but only a few provided explanations.

0 marks awarded

(c) Explain **two** risks to Mark's **emotional** health and wellbeing of drinking excessive amounts of alcohol.

(4)

1 ~~Mark~~ Mark will not be able to be happy if he doesn't drink alcohol because he enjoys drinking.

2 He might feel stressed at work so he uses drinking alcohol to help him through his work.

2 marks awarded

(c) Explain **two** risks to Mark's **emotional** health and wellbeing of drinking excessive amounts of alcohol.

(4)

1 This could lead him to become very depressed this tend to be a side affect of Alcohol addiction

2 Because he is drinking so much this this could lead to his friend to drift away from him leaving him to have low self-esteem.

Targeted Specification Area: Learning Aims A4, B2 and B3

This question required learners to explain two lifestyle choices, other than alcohol, that can have a negative effect on intellectual health and well being. Most learners gave one correct answer, most commonly the consumption of recreational drugs. Only a few could give a second correct answer. A few learners misunderstood the question and answered about intellectual effects of alcohol.

0 marks awarded

- 9 Excessive alcohol consumption is a lifestyle choice. This can have a negative effect on a person's intellectual health and wellbeing.

Explain **two** other lifestyle choices that can have a negative affect on a person's intellectual health and wellbeing.

- 1 Alcohol is not good for you and it can make you do things that you should not do and you lose concentration.

- 2 You can't think and remember things because you get drunk and then end up not remembering what you did the day before.

4 marks awarded

- 9 Excessive alcohol consumption is a lifestyle choice. This can have a negative effect on a person's intellectual health and wellbeing.

Explain **two** other lifestyle choices that can have a negative affect on a person's intellectual health and wellbeing.

1 Firstly, taking drugs can have devastating affect on someone mind and affect their intellectual development for example; drugs slow the brain down and the ability that person has to function when someone takes drug they could never be the same intellectually as they were before.

2 Secondly, if someone choose to lead a very negative lifestyle by not eating the right food therefore there brain is not getting the right nutrients it needs to function and be healthy therefore individuals might find

(Total for Question 9 = 4 marks)

it hard to concentrate and process information because there brain isn't being given the right food.

Targeted Specification Area: Learning Aims A4, B2 and B3**10(c)**

This question required learners to explain three possible influences that could affect Louise's ability to lose weight. Most learners gave at least one correct answer, most commonly the influence of having a baby in terms of time and energy levels. Some also focused on the financial implications of having a baby. Some incorrectly answered about the benefits of losing weight.

0 marks awarded

(c) Explain **three** possible influences which may affect Louise's ability to lose weight.

(6)

1 When Louise loses weight she will feel better about herself and how others see her.

2 Skin will be more healthy and stronger bones things such as, teeth etc.

3 Louise will sleep better at night and will concentrate better at work the next day.

6 marks awarded

(c) Explain **three** possible influences which may affect Louise's ability to lose weight.

(6)

1 One way could be is that she doesn't have the money to go out and buy the proper ~~more~~ food that she needs. She may find it cheaper to buy junk food.

2 She might not find the time to go out and do exercise as she has a baby and probably tired most of the time.

3 Depression after having a baby. Some mums get this and when people go through depression they sometimes turn to fatty food as a comfort.

Question 11

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

This question included a case study about George, a married man with four young children, who has been made redundant and has a variety of problems. The case study gave information about George and his situation, and learners were asked to discuss strategies that George could use to improve his work and health situation, and potential barriers he may face. The question expected learners to produce a piece of extended writing to form their answer. Learners gave a number of different strategies, including informal support from family and friends and formal support from his GP. A number of learners suggested spending time with his children, and many focused on him looking for work or training. Barriers mentioned included his financial situation, and his children affecting his sleep patterns. Most answers lacked balance and there were few with a conclusion, though overall this question was fairly well answered.

3 marks awarded

Discuss possible strategies that George could put in place to improve his work and health situation and the potential barriers he may face.

(8)

There are many possible strategies that George could put in place to improve work and health situations. One of these ~~barriers~~ strategies is looking for part time jobs, however a potential barrier he may face is ~~being made~~ there are not enough jobs and it is difficult to find a job.

A second strategy George could put in place to improve his health situation is doing something he enjoys, such as going out with his children. This may help to relieve stress. However, a potential barrier is it might cost money and George has just been made redundant from his full time job.

Another possible strategy for George is doing something that can boost his self esteem and that he feels good about. However a potential barrier is it might not make him feel good but actually worse.

7 marks awarded

Discuss possible strategies that George could put in place to improve his work and health situation and the potential barriers he may face.

(8)

Firstly George could have some formal support off a councillor who could support Georges emotional wellbeing and help tackle his low self esteem. However the barrier could be he might find it hard to find the time to fit this in to his day also he might find it hard to talk to someone about how he feels.

Secondly, George needs to find a good and healthy sleeping plan so ^{he} feels better within his self. This can be done by planning his nights ~~out~~ and making sure his children are in bed at a certain time then George and his wife can have some quality time and go to bed earlier. However the barrier might be his children won't go to bed or theres too much to do in the nights and George can't fit everything in. Therefore worry and stress can play a

A part in George is ability to sleep.
Constructing a action plan will help
George get into routine.

lastly there's other positive & and effective things George can do to help his physical, social, emotional well-being. George could form a smart plan ~~which could~~ with his wife and look at how he can improve different aspects for example; he could join the gym which would keep him physically active this would help him socially because he's seeing others and improve his emotional well-being because he's getting out and seeing friends. This could become a barrier if he can't find the time or money becomes an issue because of work. Also, he could be doing other things such as eating healthy which would improve his emotional health for example; exercise and having a good diet can have a good impact on his whole outlook this could become a barrier again if he couldn't find the time.

Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
20952E – Unit 9: Healthy Living	50	43	34	26	18	0

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:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

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