



Examiners' Report/ Lead Examiner Feedback

January 2018

BTEC Level 1/2 Firsts in Health and Social Care

Unit 9: Healthy Living

(20952E)

#### **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <a href="https://www.edexcel.com">www.edexcel.com</a> or <a href="https://www.btec.co.uk">www.btec.co.uk</a> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <a href="https://www.edexcel.com/contactus">www.edexcel.com/contactus</a>.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: <a href="https://www.edexcel.com/teachingservices">www.edexcel.com/teachingservices</a>.

You can also use our online Ask the Expert service at <a href="www.edexcel.com/ask">www.edexcel.com/ask</a>. You will need an Edexcel username and password to access this service.

#### Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: <a href="https://www.pearson.com/uk">www.pearson.com/uk</a>

January 2018
Publications Code 20952E\_1801\_ER
All the material in this publication is copyright
© Pearson Education Ltd 2017

#### **Grade Boundaries**

#### 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 and Pass.

#### **Setting grade boundaries**

When we set grade boundaries, we look at the performance of every learner who took the external 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 is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

#### Variations in external assessments

Each external assessment 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 for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

#### **Grade Boundaries**

Grade boundaries for this, and all other papers, are on the website via this link: http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

**Unit 9: Healthy Living (20952E)** 

Crado	Unalassified	Level 1 Pass Level 2			
Grade	Grade Unclassified Level 1 Pass		P	M	D
Boundary Mark	0	20	26	32	39

# Introduction to the Overall Performance of the Unit

This paper was the eighth version sat by learners and pleasingly we have seen the significant improvement in performance of learners over the last two series.

Across the cohort, some types of questions proved to be more accessible, perhaps as learners become better prepared in answering the questions. This appeared to be especially true for the 4 mark questions. Others have become more challenging as the questions target less popular areas of the specification.

The best performance came from learners who were able to demonstrate a wide coverage of the specification (there were a number of learners that left sections blank in the paper, restricting their maximum mark) and who could also explain and justify their assertions when answering the higher level questions (those with command verbs such as 'explain' or 'discuss').

Learners who had been prepared well for writing the long answer questions, giving a clear and detailed answers covering all sides of the argument or scenario, tended to perform well on this paper.

As in previous series, the paper differentiated well with learners scoring a wide range of grades from the questions. Some questions generated a number of blank responses. It seemed that these were particularly concentrated in the short answer questions.

The external assessment process was judged to be straightforward. There were approximately 4,600 entries for this examination. Generally, learners were able to show an understanding of Healthy Living and investigate the factors that affect health and wellbeing and how they are interrelated.

# **Individual Questions**

01	(a	)	(	i	١
≺ .	10	•	۱	•	1

Most leaners were able to identify at least one effect on a balanced diet.

This response gained 1 mark.

A balanced diet is required to help maintain and promote health and wellbeing	
<ol> <li>(a) (i) Identify two effects of a balanced diet on a person's physical health and wellbeing.</li> </ol>	
	(2) 1
1 less chance of illness or disease	2
2	

This response gained two marks.

1 (a) (i) Identify two effects of a balanced diet on a person's physical health and wellbeing.

(2) 2

1 Heathy weight

2 Reduced nisk of type our superer.

#### Q1a(ii)

Almost all learners were able to identify the food with the most fibre.

This response gained 1 mark.

(ii)	ldent	ify t	he food with the most fibre.
	$\boxtimes$	A	Cucumber
	×	В	Chicken
		c	Beans
	$\times$	D	Pasta

# This response gained 0 marks.

(ii) Identify t	the food with the most fibre.	
⊠ A	Cucumber	
Б В	Chicken	
⊠ c	Beans	
⊠ D	Pasta	
•	s were able to name a food group other than fibre. Howe foods from the food groups.	ver, some gave
This respons	e gained 0 marks.	
(iii) Fibre	is a food group. State <b>one</b> other food group.	(1) 0
Davin	\	Part
This respons	e gained 1 mark.	
(iii) Fibre	e is a food group. State <b>one</b> other food group.	(1)1
(iii) Fibre		(1)1
(iii) Fibre	e is a food group. State <b>one</b> other food group.	***************************************
(iii) Fibre  Caca  Q1(a)(iv)  Many learner marks.	is a food group. State <b>one</b> other food group.	***************************************
Q1(a)(iv) Many learner marks. This respons	s is a food group. State one other food group.	were awarded 2
Q1(a)(iv) Many learner marks. This respons	s were able to gain 1 mark for constipation. However, few egained 1 mark.	***************************************
Q1(a)(iv) Many learner marks. This respons	s were able to gain 1 mark for constipation. However, few egained 1 mark.	were awarded 2

# This response gained 2 marks.

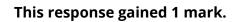
(iv 1	Ident enou nSf Slow	ify to	ation: less fibre we the diet can dead testion action:  action: less fibre we the diet can dead testion action is important to maintain health and wellheing	ic system (2)2  e the per ston of
Q1(b)(i)	arner	s w	vere able to gain 1 mark by correctly identifying one exampl	
This res	pons	e g	ained 1 mark.	
(b) (i)	ldent	tify c	one example of good personal hygiene.	(1) 1
	×	A	Wearing perfume	
	×	В	Cleaning the house	
	×	c	Showering regularly	
	X	D	Losing weight	
Howeve	majo r, son	ne i	y of learners were able to identify a physical effect of perso incorrectly identified social or emotional effects. ained 1 mark.	nal hygiene
(ii)	wellb	eing	one effect of poor personal hygiene on a person's physical health and g.	1 1

# This response gained 0 marks.

(ii) Identify <b>one</b> effect of poor personal hygiene on a person's physical health and wellbeing.	
(1)0	
Start to feel lazy I don't wanta do onything.	********
<b>Q1(b)(iii)</b> Most learners were able to identify one emotional and one social effect of poor personal hygiene.	
This response gained 2 marks.	
(iii) Identify <b>one</b> social and <b>one</b> emotional effect of poor personal hygiene on an individual.	
Social  Might not make friends as they may smell.  Emotional	y:
low serf esteem.	
This response gained 1 mark.  This answer was provided with one mark as it was decided that depression wou be a rewardable answer as depression is a complex disorder and not an emotio effect.	
(iii) Identify <b>one</b> <u>social</u> and <b>one</b> <u>emotional</u> effect of poor personal hygiene on an individual.	
Social	
People would not want to be close to individual therefore, basing no friends and becoming conery.	f
Become depressed.	

$\sim$	a	1.	-1
			- 1
J			_ ,

Most learners were able to state one way recreational drug use could lead to death.



(c) State one way using recreational drugs could cause accidental death.	(1)1
This response gained 0 marks. This learner incorrectly named a specific type of recreational drug.	
(c) State <b>one</b> way using recreational drugs could cause accidental death.	1,0
Q1(d) Most learners correctly identified at least one way of reducing the risk of sex transmitted infections.  This response gained 2 marks.	cually
(d) Identify <b>two</b> ways of reducing the risk of contracting a sexually transmitted infection.  1 Limit the number of sexual Partner	(2)2
2 Use a barrier Method of Contrace	ption
This response gained 0 marks.  This learner scored 0 marks as using protection was decided to be too vague an implant was incorrect.	e. The use of
	(2)0
1 Using protection 2 Bassier - implant.	. Fail nd

- 4		
Q1	10	٧ı٧
v	$\cdot$	/\ · /

Very few leaners were able to correctly state the recommended maximum weekly alcohol consumption.

## This response gained 1 mark.

(e) (i) State the maximum recommended weekly consumption of units of alcohol for adults in the UK.

(1)

(1)

#### Q1(e)(ii)

Many learners correctly suggested that Susan could advise him of risks or encourage him to seek formal support.

## This response gained 1 mark.

(ii) Identify how Susan could help Jamal stop drinking alcohol.

(1)1

Take to rein about the hearth risks

of regular alcohol consumption.

# Q1(e)(iii)

Most learners were able to gain marks by describing two effects on sharing a house.

# This response gained 4 marks.

<ul><li>(iii) Describe two possible effects of the home environment on Evie and Ben's health and wellbeing.</li></ul>	
	(4) 4
1 As the house is overcrowded, Evic	e and
Ben are more likely to catch infect	roos
and viruses from their housemates.	
2 As there are a lot of people in t	
house that could be noisy, Evie	and
Ben may not get enough sleep which	h
Will cause fatigue and little alertness	

# This response gained 2 marks.

This learner was able to correctly describe one effect (answer 2) and give an appropriate extension. The first answer had no effect.

(iii) Describe two possible effects of the home environment on Evie and Ben's health and wellbeing.	(4) 2
1 eve & Ben may teer as though they don't	Hilmand attitude tita attitude
have enough space to verax	Handan Artista I I I I I I I I I I I I I I I I I I I
2 also by nawing a crowded house they may	
be more of a chance of becoming in, as	
there is many people using in a crampe	<u> </u>
nouse.	

#### Q1(e)(iv)

Most learners were able to explain at least one effect on physical health.

#### This response gained 2 marks.

This learner received 2 marks for the first part of the following response. The second part of the answer focused on the effect of being tired which is not related to low family income and therefore did not receive any marks.

(iv) Explain two effects of low family income on Evie and Ben's physical health and wellbeing.

(4) 2

1 evice Evice and Ben might not get as Much exercise due to them being on benefits and not being able to go to the gype or cubs in the coal area Evil might be also also because the might be work to try make able to also because the might be work to try make able to a so the gype or rest because the might be work to try make able to a so the solutions.

#### This response gained 4 marks.

(iv) Explain two effects of low family income on Evie and Ben's physical health and wellbeing.

(4) 4

1 Janal and Susan may not be able to afford very much food. This could to be able to be Malnourished.

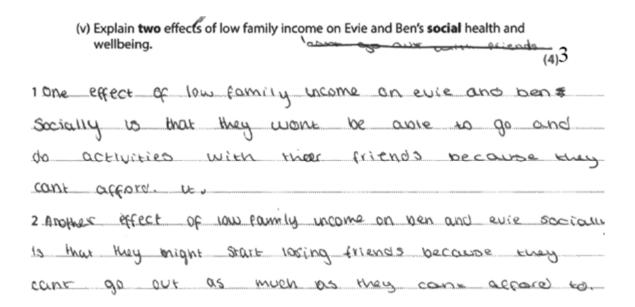
2 Janal and Susan may also not be able to afford to letries. This would cause to afford to letries. This would cause Evie and Ben to have poor personal hygiene and to have a body o dour.

#### Q1(e)(v)

Many learners were able to correctly explain two effects of low family income on social wellbeing.

#### This response gained 3 marks.

The learner has identified two effects but the explanation provided is duplicated. Therefore only 3 marks are provided for this answer.



#### This response gained 0 marks.

The learner has not specifically stated any 'social effects' within the answer. Therefore no marks could be awarded.

	ects of low family in	ncome on Evie and	d Ben's <b>social</b> hea	ith and
wellbeing.	46-	4	p-	(4)O
1 7500 00	ciolant be	50 e actio	ng ners	Line
when their	fomily du	e to va	emblor wec	it so
they work	a stiu	have a	5 CR CAY	actaccomenh
Le their pa	real-som	ger 6	150 H	en au day-
2 They mig	yht sec	bunga	cat ponje	nes perents
uno une	on benef	irs as	khey Co	12 °C'S
es much	-5 was	other (	ramilies	40-

#### Q2(a)(i)

Most learners were able to identify one source of formal and one source of informal support to encourage exercise.

## This response gained 2 marks.

Two correct answers are provided.

2	Andrew is 43 years old and wants to start exercising regularly.		
	(a) (i)	Identify <b>one</b> source of formal and <b>one</b> source of informal support that could help Andrew exercise regularly.	(2)2
		Formal	
3	oct	or/G-P/nurse/	
		Informal	
£	ine	nds /fomily / work colleuges	

## This response gained 0 marks.

The first answer is a source of information and not support. The second answer is a formal source and this should have been an informal source.

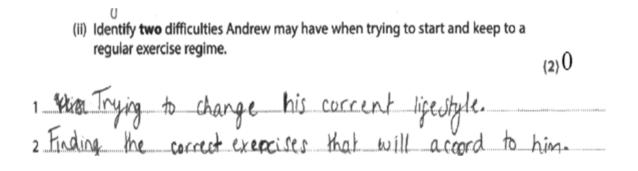
2	Andrew is 43 years old and wants to start exercising regularly.				
	(a)	(	(i)	Identify <b>one</b> source of formal and <b>one</b> source of informal support that could help Andrew exercise regularly.	(2) O
				Formal	
t.	O	f	೮	met forems or pages to reserch.	
	l'c	×	20	al GP or health practitioner.	

#### Q2(a)(ii)

A number of answers to this question were too vague to be awarded marks.

#### This response gained 0 marks.

A vague answer has been provided so no marks awarded.



# This response gained 2 marks.

<ul><li>(ii) Identify two difficulties Andrew may have when trying to start and keep to a regular exercise regime.</li></ul>	(2)2
1 rock of wormarion	
s lock of Huse.	
<b>Q2(a)(iii)</b> Most learners were able to identify at least one effect of regular exercis physical health.	e on
This response gained 1 mark. The second answer is too vague.	
(iii) Identify <b>two</b> effects of regular exercise on physical health and wellbeing.	(2) 1
Hearpier Coraionoecnos eneren	
s pecome time and realimies	
This response gained 2 marks.	
(iii) Identify <b>two</b> effects of regular exercise on physical health and wellbeing.	(2) 2
1 Bulds and Strengthens Muscle and Sta	
2 height loss, Healthy weight.	

#### Q2(b)

Only a few learners were able to correctly state what is meant by a genetically inherited disorder. The answer should have contained reference to DNA, genes or chromosomes.

#### This response gained 1 mark.

Many learners were able to outline an appropriate effect of heart disease on a lifestyle choice.

(b) (i) State what is meant by a genetically inherited disorder.

(1)

A dispriser that is passed down to you by your parents.

#### Q2(b)(i)

This response gained 1 mark.

(ii) Outline **one** effect of having a predisposition to heart disease on a person's lifestyle choice.

(1)

May have to make Sure they have a balanced diet.

#### Q2(c)(i)

Many learners gave correct answers of motivation encouragement access to facilities etc.

This response gained 1 mark.

Anne is 52 years old and lives in the countryside. She has a BMI of 29 so she is classed as overweight. She has been advised to lose weight.

(c) (i) Outline how access to resources and support could impact on Anne's weight loss.

(1)1

weight loss because it may motivate her and encourage

## Q2(c)(ii)

Some learners were able to correctly explain two ways media could affect Anne's decision to lose weight.

# This response gained 4 marks.

Four marks awarded two appropriate explanations with related justifications.

There are many influences on someone's decision to adopt a healthy lifestyle.
(ii) Explain <b>two</b> ways the media may affect Anne's decision to lose weight. ${}_{(4)}\!4$
, The media may show people with good figures
therefore Anne may be monivated to lose weight.
MISO of Anne has a role model the media may
show her Figure so she may want to be like her.
2 The media also show diet plans and
there results in a positive light, so true may
want to follow one of the diets and our for the
results shown in the adversisement

# This response gained 0 marks.

No effects are explained in this learners answer therefore no marks are provided.

	There are many influences on someone's decision to adopt a healthy lifestyle.	
	(ii) Explain <b>two</b> ways the media may affect Anne's decision to lose weight.	$O_{(4)}$
1	sne may start researchins thins	
	on the internet and start looking into	<b></b>
	information they may not be true.	
2	she may start lookins at	
	newspaper arctiles that may not	
	be the but she believes it is	

## Q2(c)(iii)

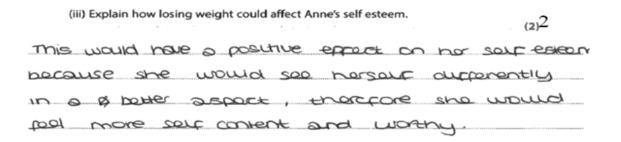
Most learners were able to explain how losing weight could affect self-esteem.

# This answer gained 0 marks.

No effect of self-esteem within the answer.

(iii) Explain how losing weight could affect Anne's self esteem.	O <sub>(2)</sub>
She may find it physically/mer	tally tagh,
if she feels that she is not loss	ng weight
after a period of time she may	eyet fustrated
P give up.	-

## This answer gained 2 marks.



# Q2(d)

This is a level marked question, the average score for this question was 3 marks

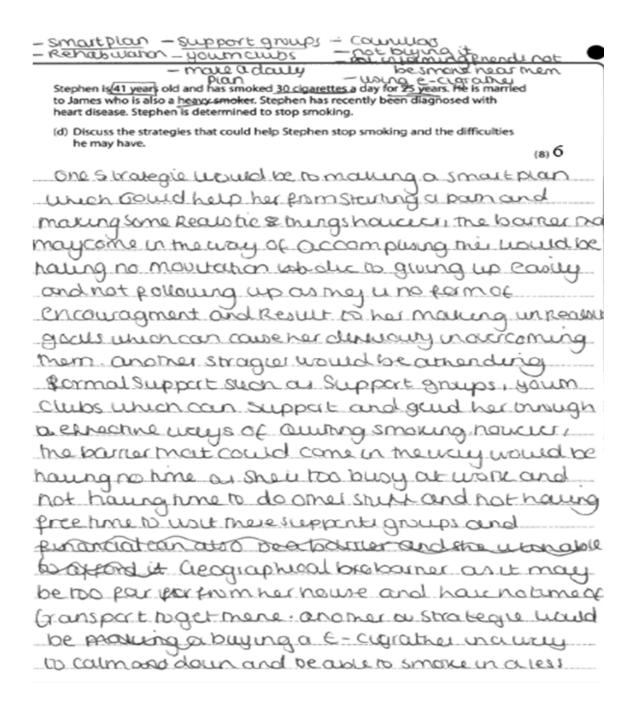
# This answer gained 2 marks.

A limited response with only difficulties addressed. No strategies were discussed.

Stephen is 41 years old and has <u>smoked 30 cigarettes</u> a day for 25 years. He is <u>married</u> to James who is also a heavy smoker. Stephen has recently been diagnosed with heart disease. Stephen is determined to stop smoking.
(d) Discuss the strategies that could help Stephen stop smoking and the difficulties he may have.
Many strategies (8) 2
There is positive ours regarding is sold,
in which stephen could stop smoking.
some of the betrivious burners will be
for example, the service availability might
be limited where it may impact stephen.
The woulting list that stephen @ is
in for any senices like a Smoking
Coxcition Might be digitic too long.
This might have expect stephen because
then during that time he might
gom smoke more cigarettes another
difficult he may have is it might
cuive him stress and anxiety and
amotionally he might find it difficult
So Stephan can start oring to
a counceller to saik some help
and advice Overall, there & more
difficulties than Strategies Stephaer
could gace to Stop Smolaing over
the vecis.

#### This response gained 6 marks.

A very good answer that could have included more content such as discussing the influence of his husband who also smokes, other forms of nicotine replacement therapy, rewards, medication and complimentary medicines.



harmful way as a starter and found her way up however, the bourier that so may come in the unit would be fainacial due to not having marenaugh money to buy it. Anomer strategie usued be going to a countiesor and having a One to one meeting to seek neep exceedy. however, is then the bound mat could come in the hay would be houng low self-esteem band at she will find find it hard to express her feelings and throught to the countrier as she as thenks so low of herset and not willings help herself and she anomer stragic would be making a daily daily Plan and making a rmetable of how many times so in a day and hour she hown't smoked and now mount none She has however the burner most could stop her would be having lack of Resuraces as she What have any owng to begin war another Strang Street egu would be not being by howing a distance and informing transher frendes uno smoke to don't do it when she is around and having a fordustant away from outside Smoker for example, Random Deaple who are Smoking in the street as it can althout and those to starting however, the barrier that county in the county in their own will power.

# Summary

- Learners should understand the differences between type I and II diabetes and be specific in their answers.
- Learners should ensure that when asked for effects they should be specific
- Centres should ensure all unit content is covered in the programme of teaching.
- Learners should differentiate between social and emotional effects.