



Examiners' Report/
Lead Examiner Feedback

January 2018

BTEC Level 1/2 Firsts in Health and Social
Care

Unit 9: Healthy Living

(20952E)

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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)

Grade	Unclassified	Level 1 Pass	Level 2		
			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

Q1(a)(i)

Most learners 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

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

(2) 1

- 1 less chance of illness or disease
- 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 Healthy weight
- 2 Reduced risk of type two diabetes

Q1a(ii)

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

This response gained 1 mark.

(ii) Identify the food with the most fibre.

- A Cucumber
- B Chicken
- C Beans
- D Pasta

(1) 1

This response gained 0 marks.

(ii) Identify the food with the most fibre.

- A Cucumber
- B Chicken
- C Beans
- D Pasta

(1) 0

Q1(a)(iii)

Many learners were able to name a food group other than fibre. However, some gave examples of foods from the food groups.

This response gained 0 marks.

(iii) Fibre is a food group. State **one** other food group.

(1) 0

Dairy

This response gained 1 mark.

(iii) Fibre is a food group. State **one** other food group.

(1) 1

Carbohydrates

Q1(a)(iv)

Many learners were able to gain 1 mark for constipation. However, few were awarded 2 marks.

This response gained 1 mark.

(iv) Identify **two** effects on physical health if a person's diet does not have enough fibre.

(2) 1

- 1 They can become constipated
- 2 Your digestive systems becomes slower

This response gained 2 marks.

(iv) Identify **two** effects on physical health if a person's diet does not have enough fibre. *digestive system*
(2) 2

1 Constipation: less fibre in the diet can ~~lead~~ affect the per
2 Colon cancer: it can negatively damage the colon of
the person.
Good personal hygiene is important to maintain health and wellbeing

Q1(b)(i)

Many learners were able to gain 1 mark by correctly identifying one example of good personal hygiene

This response gained 1 mark.

(b) (i) Identify **one** example of good personal hygiene.

(1) 1

- A Wearing perfume
- B Cleaning the house
- C Showering regularly
- D Losing weight

Q1(b)(ii)

The vast majority of learners were able to identify a physical effect of personal hygiene. However, some incorrectly identified social or emotional effects.

This response gained 1 mark.

(ii) Identify **one** effect of poor personal hygiene on a person's physical health and wellbeing.

(1) 1

bad body odor

This response gained 0 marks.

(ii) Identify **one** effect of poor personal hygiene on a person's physical health and wellbeing.

(1)0

Start to feel lazy / don't wanna do anything.

Q1(b)(iii)

Most learners were able to identify one emotional and one social effect of poor personal hygiene.

This response gained 2 marks.

(iii) Identify **one** social and **one** emotional effect of poor personal hygiene on an individual.

(2)2

Social

Might not make friends as they may smell.

Emotional

low self esteem.

This response gained 1 mark.

This answer was provided with one mark as it was decided that depression would not be a rewardable answer as depression is a complex disorder and not an emotional effect.

(iii) Identify **one** social and **one** emotional effect of poor personal hygiene on an individual.

(2)1

Social

People would not want to be close to individual therefore, having no friends and becoming lonely.

Emotional

Become depressed.

Q1(c)

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

This response gained 1 mark.

(c) State **one** way using recreational drugs could cause accidental death.

(1)1

Simon may overdose on the drug

This response gained 0 marks.

This learner incorrectly named a specific type of recreational drug.

(c) State **one** way using recreational drugs could cause accidental death.

(1)0

Cannabis

Q1(d)

Most learners correctly identified at least one way of reducing the risk of sexually transmitted infections.

This response gained 2 marks.

(d) Identify **two** ways of reducing the risk of contracting a sexually transmitted infection.

(2)2

- 1 Limit the number of sexual partners
- 2 Use a barrier method of contraception

This response gained 0 marks.

This learner scored 0 marks as using protection was decided to be too vague. The use of an implant was incorrect.

(d) Identify **two** ways of reducing the risk of contracting a sexually transmitted infection.

(2)0

- 1 Using protection
- 2 Barrier - implant.

Q1(e)(i)

Very few learners 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

14 units

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

Talk to him about the health 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.

(iii) Describe **two** possible effects of the home environment on Evie and Ben's health and wellbeing.

(4) 4

1 As the house is overcrowded, Evie and Ben are more likely to catch infections and viruses from their housemates.

2 As there are a lot of people in the house that could be noisy, Evie and Ben may not get enough sleep which 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 Evie & Ben may feel as though they don't have enough space to relax

2 also by having a crowded house they may be more of a chance of becoming ill as there is many people living in a cramped house.

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 ~~Evie~~ Evie and Ben might not get as much exercise due to them being on benefits and not being able to go to the gym or clubs in the local area.
2 Ben and Evie might ~~to also~~ also be tired due to lack of rest because they might be work to try make a bit of ~~their~~ money.

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 Jamal and Susan may not be able to afford very much food. This could ~~lead~~ ~~to~~ cause Evie and Ben to be Malnourished.
2 Jamal and Susan may also not be able to afford toiletries. This would cause Evie and Ben to have poor personal hygiene and ~~to smell~~ ^{to have} a body odour.

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.

(v) Explain **two** effects of low family income on Evie and Ben's **social** health and wellbeing.

~~low family income~~ (4)3

1 One effect of low family income on evie and ben is socially is that they wont be able to go and do activities with their friends because they cant afford it.

2 Another effect of low family income on ben and evie socially is that they might start losing friends because they cant go out as much as they can afford to.

This response gained 0 marks.

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

(v) Explain **two** effects of **low family income** on Evie and Ben's **social health** and wellbeing.

(4)0

1 They wouldnt be spending more time with their family due to unemployment so they would still have a great attachment to their parents and get to see them all day.

2 They might get bullied for having parents who are on benefits as they cant do as much as other families do.

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 **one** source of formal and **one** source of informal support that could help Andrew exercise regularly.

(2) 2

Formal

doctor / GP / nurse /

Informal

friends / family / work colleagues

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 **one** source of formal and **one** source of informal support that could help Andrew exercise regularly.

(2) 0

Formal

Internet forums or pages to research

Informal

local 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.

(ii) Identify **two** difficulties Andrew may have when trying to start and keep to a regular exercise regime.

(2) 0

1 ~~His~~ Trying to change his current lifestyle.

2 Finding the correct exercises that will accord to him.

This response gained 2 marks.

(ii) Identify **two** difficulties Andrew may have when trying to start and keep to a regular exercise regime.

(2) 2

1 lack of motivation

2 lack of time

Q2(a)(iii)

Most learners were able to identify at least one effect of regular exercise on physical health.

This response gained 1 mark.

The second answer is too vague.

(iii) Identify **two** effects of regular exercise on physical health and wellbeing.

(2) 1

1 Healthier cardiovascular system

2 become fitter and healthier

This response gained 2 marks.

(iii) Identify **two** effects of regular exercise on physical health and wellbeing.

(2) 2

1 Builds and strengthens muscle and stamina

2 Weight 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) 1

A disorder that is passed down to you by your parents through your genes.

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) 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

Access to resources and support could impact Anne's weight loss because it may motivate her and encourage her.

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 **two** ways the media may affect Anne's decision to lose weight.

- (4)A
1. The media may show people with good figures therefore Anne may be motivated to lose weight. Also if 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 Anne may want to follow one of the diets and aim for the results shown in the advertisement.

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 **two** ways the media may affect Anne's decision to lose weight.

- (4)0
1. She may start researching things on the internet and start looking into information they may not be true.
 2. She may start looking at newspaper articles that may not be true 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.

(2)0

She may find it physically/mentally tough, if she feels that she is not losing weight after a period of time she may get frustrated & give up.

This answer gained 2 marks.

(iii) Explain how losing weight could affect Anne's self esteem.

(2)2

This would have a positive effect on her self esteem because she would see herself differently in a better aspect, therefore she would feel more self content and worthy.

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 smoked 30 cigarettes a day for 25 years. He is married 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.

^{both many} ^{strategies (8) 2}
~~There is~~ ^{positive and negative} ~~ways~~
in which Stephen could stop smoking.
Some of the ~~barriers~~ ^{barriers} will be
for example, the service availability might
be limited where it may impact Stephen.
The waiting list that Stephen is
~~in~~ ^{up} for any services like a smoking
cessation might be ~~diffic~~ ^{diffic} too long.
This might have effect Stephen because
then during that time he might
~~can~~ smoke more cigarettes. Another
difficult he may have is it might
cause him stress and anxiety and
emotionally he might find it difficult.
So Stephen can start going to
a counsellor to seek some help
and advice. Overall, there is more
difficulties than strategies Stephen
could face to stop smoking over
the years.

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.

- smart plan - support groups - counselling
- Rehabilitation - youth clubs - not buying it
- make a daily plan - using e-cigarettes
- be smart near men
- not informing friends not

Stephen is 41 years old and has smoked 30 cigarettes a day for 25 years. He is married 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.

(8) 6

One strategy would be to making a smart plan which could help her from starting a pain and making some realistic things however, the barrier that may come in the way of accomplishing this would be having no motivation which due to giving up easily and not following up as may be no form of encouragement and result to her making unrealistic goals which can cause her difficulty in overcoming them. another strategy would be attending formal support such as support groups, youth clubs which can support and guide her through effective ways of quitting smoking however, the barrier that could come in the way would be having no time as she is too busy at work and not having time to do other stuff and not having free time to visit these supportive groups and financial can also be a barrier and she is unable to afford it. Geographical barrier as it may be too far from her house and have no time of transport to get there. another strategy would be making a buying a e-cigarette in a way to calm and down and be able to smoke in a less

harmful way as a starter and build her way up however, the barrier that ~~she~~ may come in the way would be financial due to not having the enough money to buy it. Another Strategie would be going to a counulser and having a one to one meeting to seek help effectively however, ~~is~~ how the barrier that could come in the way would be having low self-esteem and as she will find find it hard to express her feelings and thoughts to the counulser as she ~~is~~ thinks so low of herself and not willing to help herself ~~and~~ she another stragie would be making a daily daily plan and making a timetable of how many times ~~st~~ in a day and how she hasn't smoked and how many times she has however, the barrier that could stop her would be having lack of Resources as she will not have anything to begin with. Another Strag Strategie would be ~~not~~ being by having a distance and informing ~~mother~~ her friends and smoke to don't do it when she is around and having a far distant away from outside smokers for example, Random people who are smoking in the street as it can attract and draw to staring however, the barrier that could ~~not~~ be ~~not~~ being ~~having~~ ~~loss~~ of ~~posit~~ and ~~normal~~ as she can tell pro or be distant but cannot stop ~~person~~ ~~due~~ only in their own will power.

(Total for Question 2 = 23 marks)

17

TOTAL FOR PAPER = 50 MARKS

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.

