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Examiners' Report/
Lead Examiner Feedback

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

Unit 9: Healthy Living

(20952E)

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Introduction

This report has been written by the lead examiner for the BTEC Healthy Living unit. It is designed to help you understand how learners performed overall in the exam. For each question, there is a brief analysis of learner responses. You will also find example learner responses from Level 2 Pass and Distinction learners. We hope this will help you to prepare your learners for future examination series.

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 at 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 is 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 assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, can be found on the website on the link:
<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Unit 9: Healthy Living 20952E

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	19	26	33	40

Introduction

This report has been written by the lead examiner for the BTEC Healthy Living unit. It is designed to help you understand how learners performed overall in the exam. For each question, there is a brief analysis of learner responses. You will also find example learner responses from Level 2 Pass and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

As in previous series, the paper differentiated well with learners scoring a wide range of grades from the questions. Some questions generated blank responses. This was particularly identified in the short answer questions. From the responses seen it is evident that some learners are not familiar with the requirements of the different command verbs.

Learners were generally able to show an understanding of Healthy Living and investigate the factors that affect health and wellbeing and how they are interrelated.

Individual Questions

Q1a(i)

Most of the responses were accurate. However, some response provided types of healthy lifestyle, rather than physical effects. Some also stated 'self-esteem' which does not relate to the question as this is not a physical effect

1 (a) (i) State **one** positive physical effect of a healthy lifestyle.

(1)

You will be fit and healthy.

No marks were awarded for the response above.

1 (a) (i) State **one** positive physical effect of a healthy lifestyle.

(1)

Reduce chances of getting illnesses / diseases.

1 mark was awarded for this response.

Q1b(i)

Although the question asks for two 'food groups', there were a significant number of candidates who stated fruit and veg, dairy etc. These responses were awarded no marks.

(b) (i) State **two** food groups.

(2)

- 1 Milk and dairy products
- 2 Pasta, potatoes, rice and bread.

However, most learners stated 2 food groups. The response below was awarded 2 marks.

(b) (i) State **two** food groups.

(2)

- 1 carbohydrates
- 2 Protein

1b(ii)

This question was answered particularly well by most candidates. Most answers related to increased energy, improved mood and weight maintenance.

A balanced diet is important to maintain health and wellbeing.

(ii) State **two** effects of a balanced diet on a person's health and wellbeing.

(2)

- 1 maintaining a person's weight. So ^{right} ~~high~~ weight for age/height
- 2 It increases a person's energy levels.

The response above was awarded 2 marks.

Q1c(ii)

Some learners gave the effects of a regular sleep pattern, rather than the effects of a regular sleep pattern. Therefore, the response below was awarded 0 marks.

(ii) State **two** factors that can have an effect on a person maintaining a regular sleep pattern.

(2)

1 intellectual sharpness

2 improved mood and a better capability to
socialise.

The response below was awarded 2 marks as it stated two effects of a regular sleeping pattern.

(ii) State **two** factors that can have an effect on a person maintaining a regular sleep pattern.

(2)

1 working shifts

2 home environment

Q1d(i)

A few learners answered, 'drink driving' - this is an incorrect answer. Drink driving was only allowed with specific reference to a clear explanation, such as 'slowed reaction times' or 'impaired' judgements.

(d) (i) Identify **two** ways excessive alcohol consumption could increase the chance of accident or injury.

(2)

1 Liver damage / Failure

2 ~~Driving~~ Driving a car whilst ^{over} ~~under~~ the legal limit can cause accidents or injury

The first answer in the response above is unrelated to injury or accident. The second answer; whilst the statement is correct, it does not answer the question. Therefore, this response received 0 marks.

(d) (i) Identify **two** ways excessive alcohol consumption could increase the chance of accident or injury.

(2)

1 The alcohol affects the brain, and a person needs more time to react, which could lead to an accident

2 Alcohol can make a person violent, which could lead to a fight and injury

This response received 2 marks.

Q1d(ii)

Common mistakes or misconceptions seemed to be that 'Alcohol contains lots of fat', rather than reference to calories. Many candidates related it to lack of exercise or being lazy.

(1)

One way excessive alcohol consumption could lead to a person gaining weight is that beer contains yeast that makes you put on weight

This response received 0 marks.

Correct answers were able to identify calories or poor diet choices when drunk. The response below was awarded 1 mark.

(ii) Identify **one** way excessive alcohol consumption could lead to a person gaining weight.

(1)

Alcohol is full of calories e.g. which leads to gaining weight

Q1e

This was a well answered question. Most responses identified how a person's home environment affected intellectual wellbeing.

The environment we live in can have an effect on a person's health and wellbeing.

(e) Outline **two** effects of the home environment on intellectual wellbeing.

(2)

1. If you live with a lot of people in a small house and are cramped you may not be able to concentrate.
2. If you live in poor condition it could lead to you becoming ill and not attending school or college.

The response was awarded 2 marks.

The environment we live in can have an effect on a person's health and wellbeing.

(e) Outline **two** effects of the home environment on intellectual wellbeing.

(2)

1. If the environment is bad intellectually for wellbeing it could cause stress because there are a lot of things everywhere
2. Damp

This response was awarded 0 marks as there are no effects identified.

Q1f(i)

Most learners were able gain full marks on this question.

Margot is 62 years old and has smoked 30 cigarettes a day for 40 years.

(f) (i) Identify **one** possible physical and **one** possible emotional effect of smoking on Margot.

(2)

Physical

Margot could have lung cancer

Emotional

Depression due to the addiction to the cigarette

This response was awarded 2 marks.

Q1f(ii)

Most learners were able gain full marks on this question. The response below was awarded 2 marks.

(ii) State **two** barriers Margot may face when trying to give up smoking.

(2)

1 she may lack support from her family

2 she may lack motivation to give up

Margot has decided to give up smoking.

(ii) State **two** barriers Margot may face when trying to give up smoking.

(2)

1 she could start to get pain in the heart.

2 she would feel very lazy.

The response was awarded 0 marks as no related barriers were stated.

Q1f(iii)

Most responses correctly explained the formal support, with a wide range of examples given.

(iii) Describe **two** ways that formal support could encourage Margot to stop smoking.

(4)

1 The doctor could give her nicotine patches to help her to stop and not want a cigarette as much as she would.

2 a counsellor can help by talking about why she smokes and by giving her a new hobby to take her mind off it and keep her busy.

This response was awarded 2 marks.

Q1f(iv)

Most responses correctly explained the informal support that could be provided, with a wide range of examples given.

(iv) Explain **two** ways that informal support could encourage Margot to stop smoking.

(4)

1 neighbours making sure she is ok so she doesn't turn back.

2

This response was awarded 1 mark for the correct identification of a neighbour being informal support.

(iv) Explain two ways that informal support could encourage Margot to stop smoking.

(4)

1 She could speak to friends and they could encourage her, maybe some of her friends are facing the same issue so they could help each other through it.

2 She could speak to family and they could talk to her about what it's doing to her health and how they don't want anything bad to happen to her which could show her that

it's not only her smoking is affecting. (Total for Question 1 = 26 marks)

This response received 4 marks as two forms of informal support were identified and there were credible expansions in the response.

Q2a(i)

This question was answered quite well. A common mistake by learners was not to read the age of the person in the question and therefore suggesting activities that were not appropriate for an older adult to start exercising to improve flexibility, such as gymnastics and weight lifting. Therefore, the response below was awarded 0 marks.

Adam is 68 years old; he wants to improve his health and wellbeing. Adam has decided to start exercising regularly.

2 (a) (i) Identify **one** type of exercise that would improve Adam's flexibility.

(1)

Gymnastics.

This response was awarded 1 mark.

Adam is 68 years old; he wants to improve his health and wellbeing. Adam has decided to start exercising regularly.

2 (a) (i) Identify **one** type of exercise that would improve Adam's flexibility.

(1)

Stretching

Q2a(ii)

Most responses correctly stated positive effects of regular exercise on physical wellbeing, with a wide range of examples given.

Regular exercise is very important for a person's health and wellbeing.

(ii) State **two** positive effects of regular exercise on a person's physical health and wellbeing other than flexibility.

(2)

Healthier body weight.

Higher ~~st~~ self esteem / Proud.

This response was only awarded 1 mark for the first response. The second response is not a physical effect.

Regular exercise is very important for a person's health and wellbeing.

(ii) State **two** positive effects of regular exercise on a person's physical health and wellbeing other than flexibility.

(2)

- 1 regular exercise with diet helps to maintain healthy weight.
- 2 It helps to reduce chances of illness such as coronary heart diseases.

This response was awarded 2 marks.

Q2b(i)

Most learners were able to state a sexually transmitted infection. A common mistake was that learners stated 'STD'.

Adam's granddaughter Chloe, aged 17, has a new boyfriend.

(b) (i) State **one** sexually transmitted infection.

(1)

STD's

This response was awarded 0 marks.

Adam's granddaughter Chloe, aged 17, has a new boyfriend.

(b) (i) State **one** sexually transmitted infection.

(1)

Chlamydia

This response was awarded 1 mark.

Q2b(ii)

Many learners were able to attract some marks for this question. Learners seemed more able to gain marks on emotional effects than physical effects.

(ii) Explain how unsafe sexual practices could negatively affect a person's physical and emotional wellbeing.

(4)

Physical

Becoming pregnant and not wanting to be could make you ~~not~~ not wanting to go out in the public as you are ashamed of showing your body.

Emotional

Because if you become pregnant, and you didn't want to be, you would feel very upset and embarrassed as it just happened. Especially, at a young age.

This response was only awarded 2 marks; 1 mark for the physical identification of pregnancy and 1 mark for the emotional identification of upset/embarrassed/ashamed. To gain further marks, specific and appropriate extensions would need to be included.

(ii) Explain how unsafe sexual practices could negatively affect a person's physical and emotional wellbeing.

(4)

Physical

~~They~~ ^{she} could develop an STI, leading to her not feeling well as it will damage her immune system, e.g HIV.

Emotional

She will ~~have a decreased~~ be stressed as she has a fear of her getting pregnant. Also could have a low self-esteem, as she regrets her decisions.

This response was awarded 4 marks.

Q2c(i)

Many learners were able to identify at least one way that poor personal hygiene could lead to social isolation

Personal hygiene has an effect on a person's health and wellbeing.

Helen is 18 years old and has poor personal hygiene.

(c) (i) Identify **two** ways poor personal hygiene could lead to social isolation.

(2)

1. People not wanting to be near you because you smell
2. May have a low self-esteem

This response was awarded 1 mark.

Q2c(ii)

Most responses correctly identified how low income could prevent Helen maintaining good personal hygiene. However, few were able to expand on this question.

Helen is unemployed and is claiming benefits.

- (ii) Explain how having a low income could prevent Helen from having good personal hygiene.

(2)

~~Helen~~ Helen might not be able to afford toiletries ~~is~~ that could help to ~~have~~ have a good personal hygiene.

This response was only awarded 1 mark.

- (ii) Explain how having a low income could prevent Helen from having good personal hygiene.

(2)

if she would not be able to pay for her water meaning not being able to brush her teeth or have a shower, she would not be able to pay electric meaning she cannot wash her clothes or vacuum her house resulting in fleas.

This response was awarded 2 marks.

Q2d

A full range of marks were awarded for this question; many learners were able to achieve at least 2 marks. This response was awarded 4 marks.

(d) Explain how the media and family could affect self-esteem.

(4)

Media

Someone could see someone else on the media that they look up to - a role model. They could then alter their lives to be more like them e.g. more charitable, this can increase their self-esteem because they are becoming a better person by looking up to their role model.

Family

Family members could make rude comments about something they don't like, this could lower self-esteem because the opinion of family members is important and if they don't like something you feel worthless.

This response below was awarded 0 marks as there were no effects identified.

(d) Explain how the media and family could affect self-esteem.

(4)

Media

You will see on internet~~s~~ lots of people doing different stuff that you can not do, and also how clever they are and you will put your self down.

Family

When your parents tells you why can you not do that but the other person can do it.

Q2e

The full range of marks from 0-8 were awarded in this series.

Owain is 19 years old; since his mother died four years ago he has suffered with depression and regularly injects heroin. Owain now lives with six other drug users.

(e) Discuss the strategies that could help Owain stop taking drugs and the barriers he may face.

(8)

As Owain is now regularly injects heroin, might be hard for him to give up. Owain could go to a centre where people like try to give up. In there people tell each other how they start and why. His friends might tell him not to stop because there is no point and to continue, Owain can after suffer for very risky illnesses as doesn't stop. For Owain will be better to start work somewhere that he's always busy and keep him away of the heroin. Also Owain could save some money and move away from there so he will not see anyone taking drugs. As he's mother died it is hard to give up now but if he will get regular formal support he will be able to give up after a time. Or he could go to Gp and tell them everything, after they will give you many choices of how to stop smoking.

This is a level 1 response (2 marks awarded). A few points have been identified, but they were superficial/generic. To achieve higher marks the learner would need to have identified more strategies and barriers and written in more depth.

- peer pressure - not be left out
- emotionally scared as uses drugs as an escape?
- regularly takes recreational drugs.

Owain is 19 years old; since his mother died four years ago he has suffered with depression and regularly injects heroin. Owain now lives with six other drug users.

- help
- rewards
- drawbacks
- overcome them
- overall positive effect.

(e) Discuss the strategies that could help Owain stop taking drugs and the barriers he may face.

formal support (8)

Owain could go to his local gp to help with quitting taking drugs, they could refer him to a support group or to various online websites that can help him and offer him advice + information he could also get support from any remaining relatives that could visit him and support him.

informal support by checking up on him each day and to motivate him. He ~~could~~ then be rewarded by seeing how much money he may save each month from not buying drugs. He will also feel the effects of a drug free lifestyle by having a better sensory perception and will be able to see and think clearly without his judgement being impaired. He will ^{also} be at less risk of accidents and injury and disease. ~~some~~ some fall backs he may face might include addiction, as he is a regular drug taker he will have built up an addiction to the drugs he takes which will make it harder to let go therefore he may experience withdrawal symptoms such as shakes or a constant need for a drug. He may be faced with emotional pain as well because his

mother passed away four years ago he may feel anxiety and depression and low self esteem + confidence issues. ^{due to this} so he might also be using the drugs as an escape, therefore he might constantly be looking for a 'bigger high' which might lead to overdosing. ^{on drugs such} as LSD

To overcome these Owan could see a therapist to help deal with his grief and loss and can confide in his other relatives to help him get back on track. He could also move ~~out~~ ^{out} of his apartment with the other regular drug addicts as this will be a constant temptation for him and will not help him in ~~his~~ quitting.

He could then focus on recovering and to look for a job and an apartment of his own and overall will be back on track to a healthy lifestyle.

This is a top level 2 response (6 marks awarded). The learner has identified more strategies and barriers, and written a more in-depth discussion with clear focus on the case study.

Summary

Based on their performance of this paper, learners should:

- Ensure they read the questions carefully and only answer what is required
- Ensure they are familiar with what is required from the command words
- Familiarise themselves with the indicative content of the unit in its entirety
- Answer the question only in relation to the scenario given
- Ensure a balanced answer is given when the question requires strategies and barriers