

Lead Examiner Report

January 2019

**BTEC Firsts in Health and
Social Care - Unit 9 Healthy
Living**

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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 student 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 students receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure students 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 students 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, are on the website via this link:

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

Unit 9: Healthy Living

| Grade | Unclassified | Level 1 Pass | Level 2 | | |
|---------------|--------------|-----------------|---------|-------|-------------|
| | | | Pass | Merit | Distinction |
| Boundary Mark | 0 | 17 | 24 | 31 | 39 |

Introduction

This lead examiner report should be read in conjunction with the question paper and the published mark scheme. We attempt to provide insight and examples of good and not so good responses. Centres could use this with learners to ensure they understand how marks are awarded.

Introduction to the Overall Performance of the Unit

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

Candidates 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)

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

Q1a(ii)

This question was answered particularly well by most candidates. Most answers related to clearer thinking, improved concentration and memory.

The response below was awarded 1 mark.

(ii) State **one** effect of a balanced diet on **intellectual** wellbeing.

(1)

clearer thinking and memory improved

Some candidates gave the effects of an unbalanced diet, rather than the effects of a balanced diet. Therefore, the response below was awarded 0 marks.

(ii) State **one** effect of a balanced diet on **intellectual** wellbeing.

(1)

lower concentration levels

Q1a (iii)

This question was answered particularly well by most candidates. However, some candidates answered diabetes in their response. As diabetes is in the stem of the question, no marks were awarded. However, responses that stated Type 2 Diabetes were awarded a mark.

The response below was awarded 0 marks.

(iii) State **two** effects of an unbalanced diet on **physical** health.

(2)

1 ~~they~~ might not be able to go out

2 you might get diabetes

The response below achieved 2 marks; weight gained and type 2 diabetes.

(iii) State **two** effects of an unbalanced diet on **physical** health.

(2)

- 1 you can become obese
- 2 could lead to type 2 diabetes.

Q1b

This was a well answered question. Most responses correctly identified increased stamina as an effect of regular exercise.

Q1c(i)

Common identification responses to this question were “gained weight” and “liver cancer”. Most candidates gave two identifications, however, few candidates gave correct expansions.

The response below achieved 2 marks.

(c) (i) Describe **two** physical effects of excessive alcohol on a person.

3

(4)

- 1 One physical effect on an individual from excessive alcohol consumption would be that they would gain weight. this is because they are consuming over the recommended amount.
- 2 another physical effect would be liver disease this is because of the excessive amounts of alcohol would cause damage to your ~~stomach~~ organs.

This response below achieved 4 marks below. The first response achieved 2 marks as the candidate identified higher risk of accident and explained that this was due to poor coordination. The second response also achieved 2 marks as the candidate identified weight gain and expanded to comment on how alcohol contains a lot of calories.

(c) (i) Describe **two** physical effects of excessive alcohol on a person.

(4)

1 excessive drinking can cause liver cancer and impaired judgement causing the individual to cause an injury and may harm others, he also may be under the influence of others.
 2 Another physical effect would be alcohol can cause or increase the chance of obesity because alcohol contains lots of calories.

Q1c(ii)

This was a well answered question candidates correctly identified B as the correct answer - 14 units.

Q1c(iii)

Most responses correctly stated one source of formal and one source of informal support that could help Jakub. The response below received two marks.

(iii) State **one** source of formal and **one** source of informal support that could help Jakub reduce his drinking.

(2)

Formal Going to his local doctors for help.
 Informal Talking to a family member ~~friend~~

Some candidates responded the other way round. In order to be awarded the full markers the candidates should have put family as informal support and counselling as formal support. No marks awarded.

(iii) State **one** source of formal and **one** source of informal support that could help Jakub reduce his drinking.

(2)

Formal family
 Informal counselling

Q1c(iv)

Common mistakes or misconceptions seem to be that this question required another source of support, rather than an example of the form of support that could help Jakub.

(iv) Give **one** example of the form of support that could help Jakub.

(1)

Attending alcoholics^{'s} ~~clubs~~ clubs.

Q1d(i)

This was a well answered question. Most responses stated two lung diseases. Some candidates added lung failure as a lung disease. The following response achieved one mark, which was awarded for lung cancer.

(d) (i) State **two** lung diseases that smoking could cause.

(2)

1 Lung cancer
 2 Lung failure

Q1d(ii)

Most candidates were able to state intervention strategies. The following response achieved 2 marks for vaping and nicotine patches.

(ii) State **two** intervention strategies that Dominik could use to stop smoking.

(2)

1 Vaping pens
 2 nicotine patches

Q1d(iii)

Most candidates were able to identify two barriers that Dominik may face when trying to stop smoking. Some candidates were able to expand on their identification.

The response below achieved 2 marks for identifying addiction as a barrier and for the expansion - that friends may smoke around him.

(iii) Explain **two** barriers that Dominik may face when trying to stop smoking. (4)

1. Due to his addiction he will find it hard to not smoke. However his friends might smoke around him, which may encourage him to start smoking again.
2. Dominik may find it hard to replace cigarettes, as it may become as a comfort thing. He could speak to a doctor on advice etc.

The response below was awarded 3 marks. The candidate has identified two barriers; Struggle giving up smoking (lack of willpower) and lack of encouragement (lack of motivation).

The candidate has also provide an expansion - suffer withdrawal.

(iii) Explain **two** barriers that Dominik may face when trying to stop smoking. (4)

1. Dominik may struggle giving up smoking and suffer withdrawal symptoms, which may tempt him to start smoking again.
2. Dominik might not have enough encouragement to help him reach ~~to~~ his goal to ~~a~~ stop smoking.

Q1e(i)

Most responses correctly identified an intellectual effect of the change of work environment on Nadia. Some linked to emotional or physical effects, rather than intellectual. Few candidates were able to expand on this question. The response below achieved 1 mark for identifying that “new skills” is an intellectual effect.

(e) (i) Explain **one** intellectual effect of the change in work environment on Nadia.

(2)

she will begin to learn new things

The response below is not related to the question. The candidate is referring to emotional effects, therefore no marks have been awarded.

(e) (i) Explain **one** intellectual effect of the change in work environment on Nadia.

(2)

This may make her feel like she has a strong mind and it will take her mind off Dominik. She will feel better and her self-esteem will increase.

The response was awarded 2 marks.

The candidate has identified an intellectual effect ‘learn new skills’, and has also provided an expansion; may be different to what her new job’s expecting (the job may require a different skill set).

(e) (i) Explain **one** intellectual effect of the change in work environment on Nadia.

(2)

Her knowledge may be different from what her new job is expecting her to do so she may have to learn new skills.

Q1e(ii)

A full range of marks were awarded for this question; many candidates were able to achieve at least 2 marks. The response below was awarded 3 marks.

The candidate has identified two emotional effects; feeling nervous and improved self-confidence. An expansion has also been provided as she is nervous about meeting new people. This is an example of an appropriate alternative expansion.

This may seem to link to social effects, however, the candidate's response of meeting new people is not the effect – it is the result of the identification.

(ii) Explain **two** emotional effects of the change in work environment on Nadia.

(4)

1 Nadia could be feeling nervous towards her new job as she is meeting new people and being around different kind of atmosphere, this could lift her self-esteem
2 em up.

Nadia could feel better within her self image as she is moving on to bigger things. This could also boost her confidence up.

(Total for Question 1 = 28 marks)

2a(i)

Most candidates were able to outline two ways in which a person can reduce their chances of contracting sexually transmitted infections. The response below was awarded 2 marks.

2 (a) (i) Outline **two** ways in which a person can reduce the chances of contracting sexually transmitted infections.

(2)

1 Having checkups at the doctors
2 Using protection

Q2a(ii)

Many candidates were able to state two sexually transmitted infections.

The response below achieved 1 mark. The first response is not a sexually transmitted infection. However, the candidate has stated one sexually transmitted infection in the second response. Candidates were not penalised for incorrect spellings of the sexually transmitted infections.

(ii) State **two** sexually transmitted infections.

(2)

thrush
~~chlamydia~~ chlamydia

The response below has provided two sexually transmitted infections and has therefore been awarded 2 marks.

(ii) State **two** sexually transmitted infections.

(2)

1 ~~chlamydia~~ chlamydia
 2 genital warts.

Q2b(i)

Most responses correctly identified one possible reason why Gita is obese. One mark has been identified in the response below; unbalanced diet.

(b) (i) Identify **one** possible reason why Gita is obese.

(1)

Poor diet

Q2b(ii)

Many candidates responded well to this question - describing two possible difficulties Gita may have when trying to lose weight.

The response below was awarded 3 marks. The candidate has identified urges (temptations) in the first response. The second response has provided an identification and expansion; not have time (time restriction) due to looking after children (managing a home).

(ii) Describe **two** possible difficulties Gita may have when trying to lose weight.

(4)

1 The urges to eat something that she wants although knows she shouldn't. Trying to find something that she can put in place for the bad food.

2 looking after the children could cause a barrier for her as she might not be able to have time to have meals at the right time or she doesn't have time to eat.

The response below was awarded the full 4 marks.

(ii) Describe **two** possible difficulties Gita may have when trying to lose weight.

(4)

- 1 Cost of gym^{membership} is a lot and also the expensives of the healthy food. She may not have a stable income to provide for her family as well as a healthy food shop and a gym member^{ship}.
- 2 Time management ~~p~~ could possibly be a difficultie as she has two children she needs to support for. Having a child minder could help but she may not be able to afford it.

The candidate has achieved 3 marks for the response below.

The candidates has described in the first response that Gita might not have the time (time restriction) (1) as she is looking after her children (managing a home) (1).

The second response has identified; not having enough money (financial). No further marks have been awarded as there is no expansion.

(ii) Describe **two** possible difficulties Gita may have when trying to lose weight.

(4)

- 1 Gita might not have the time if her children aren't in school she will be looking after them and she may not be able to afford childcare
- 2 Another difficulty Gita may face could be that she doesn't have enough money to go to the gym or buy gym clothes.

Q2b(iii)

Many candidates were able to attract some marks for this question. Candidates seem more able to gain marks for the identification of the benefits of Gita losing weight for her emotional wellbeing.

The response below achieved 2 marks. The candidate has identified two benefits: She will have more self-confidence and self-esteem. No further marks were awarded as the response does not provide an explanation.

(iii) Explain **two** benefits of Gita losing weight for her emotional wellbeing.

(4)

- 1 Her self-image on herself will be better as she will have a better look on herself. ~~None~~ ~~ea~~ she will have more confidence ~~ta~~ about ~~herse~~ how she looks.
- 2 Her self-esteem will be better as she will accept and respect herself more. Her confidence will be boosted when doing things

The response below was awarded 3 marks. The candidate has identified happy and proud (increased pride). The expansion is in the first response; her mobility being improved (improving her health).

(iii) Explain **two** benefits of Gita losing weight for her emotional wellbeing.

(4)

- 1 benefits of Gita losing weight for emotional wellbeing is that she is able to look after her children properly because of her mobility being improved.
- 2 Another benefit of losing weight is that she feels happy and proud with the way that she can do things properly because of having a more healthier diet plan.

Q2c

Common mistakes or misconceptions seemed to be that an explanation of self-esteem, rather than reference to emotional resilience. This response has no rewardable marks.

(c) Outline what is meant by emotional resilience.

(1)

How you are feeling about yourself.

Correct answers were able to outline what is meant by emotional resilience. The response below was awarded 1 mark.

(c) Outline what is meant by emotional resilience.

(1)

by dealing with a stressful situation and picking yourself back up from it.

2d

A full range of marks from 0 – 8 were awarded in this series; many learners achieved marks in band 1.

This was a level 1 response (3 marks awarded). A few points have been identified, but they were generic. To achieve higher marks the learner would need to have identified more strategies and barriers and written in more depth.

Donna is a 21 year old single woman. She started taking drugs regularly when her boyfriend died two years ago. For the last seven months, she has been in a rehabilitation centre for addiction. Donna has not taken any drugs since she went into the centre. It is now time for Donna to go back home to her parents.

(d) Discuss the barriers Donna may face trying to remain drug-free and the strategies she could use.

(8)

If she is stressed or feeling down about her ~~be~~ the loss of her boyfriend then she might feel like taking drugs again. This would be bad as she will be back at the beginning again and all her effort would be for nothing. The urges could be too much for her and would rather feel how she does on the

drugs than not taking any.

Donna could talk to her parents if she is struggling so she isn't holding it in and dealing with it herself.

Donna could be influenced by the people who she is friends with and could be PEER PRESSURED. So socialising could become challenging.

Going to support groups may help as she could make new friends there that will help her and not influence her to ^{take} go to drugs.

Going to counselling can help her as they will talk to her about the loss of her boyfriend and come up with things that can be put in place to help. This will also help the urges to take drugs if she knows how to handle how she is feeling.

Self-esteem could have been lowered and will affect what she does. She might be feeling like she can't do it so she isn't in the right frame of mind which could lead her to take drugs again.

Summary

Based on their performance of this paper, learners should:

- Write in the space provided, if possible
- 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
- Manage their time effectively. This paper is worth 50 marks so, if students allow 1 minute for each mark, they will be able to complete the paper and read through afterwards.

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