

# L2 Lead Examiner Report 1906

June 2019

**BTEC 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 (question paper). We set grade boundaries for each grade, at Level 2 Distinction, Level 2 Merit, Level 2 Pass and Level 1 Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the question paper. 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 question paper we set contains 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 of the assessment into account.

Grade boundaries for this, and all other question papers, are on the website via this link:

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

### Unit 1: Human Lifespan Development (20952E)

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

## 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. As in previous series, the paper was wide ranging in terms of grades attempted to be awarded from the questions.

The external assessment process was judged to be straightforward. There were approximately 3,000 entries for this examination. Generally, students were able to show an understanding of lifespan development and investigate the factors that affect human growth and development and how they are interrelated.

## Introduction to the Overall Performance of the Unit

As in previous series, the paper differentiated well with students scoring a wide range of marks from the questions. From the responses seen, it appears that some learners may not be familiar with the requirements of the different command verbs. Students were generally able to show an understanding of human lifespan development.

## Individual Questions

### Section A

#### Question 1

##### Question 1a (i)

In several cases learners could not identify that the World Health Organisation defined health as 'A complete state of physical, mental and social wellbeing, and not merely the absence of disease or infirmity.' The information is from the Unit 9 specification to support that an individual's health and wellbeing is not just linked to an individual's physical health.

##### Question 1a(ii)

This question was answered particularly well by most learners. Most answered dehydration, however not all responses identified constipation as an effect of lack of water in a diet.

The response below was awarded 2 marks.

A balanced diet is important to maintain a person's health.

(ii) Identify **two** effects of lack of water in a diet.

(2)

- A Dehydration
- B Lung cancer
- C Liver disease
- D Constipation
- E Obesity

##### Question 1a(iii)

Although the question asks for two 'food groups', there were a significant number of learners who stated fruit, vegetables and dairy, food products as a food group. Their responses were awarded no marks.

The response below was awarded 1 mark for 'Carbohydrates'. No marks were awarded for fruit and veg as this is a food product and not a food group.

Water is a food group.

(iii) Name **two** other food groups.

(2)

1 Carbohydrates

2 fruit + veg

The response below was awarded 2 marks as the learner was able to name two food groups. Carbohydrates was awarded 1 mark and Vitamins was also awarded 1 mark.

Water is a food group.

(iii) Name **two** other food groups.

(2)

1 Carbohydrates

2 Vitamins

Below is an example of some responses not achieving any marks due to naming food products and not food groups.

Water is a food group.

(iii) Name **two** other food groups.

(2)

1 vegetables

2 fruit

**Question 1b(i)**

The most common response for this question was 'body odour', which was awarded 1 mark. Some learners stated 'disease' rather than 'illness' in their response, which resulted in no marks awarded because there are no diseases related to poor hygiene.

The learner response below was awarded 2 marks – body odour was awarded 1 mark, contracting illnesses was also awarded 1 mark. Spelling mistakes can be interpreted and marks are given, where applicable. For example, 'effection' has been interpreted as 'infection'.

Poor hygiene can have an effect on a person's health and wellbeing.

(b) (i) State **two** effects poor hygiene can have on a person's physical health and wellbeing.

(2)

- 1 Body odour
- 2 Skin effection

Some learners repeated their answer, which resulted in only 1 mark being awarded. Below is an example of a repeated response.

Poor hygiene can have an effect on a person's health and wellbeing.

(b) (i) State **two** effects poor hygiene can have on a person's physical health and wellbeing.

(2)

- 1 Illness
- 2 Could become ill.

Other learners stated emotional effects rather than physical effects. Low self-esteem was stated below which is an emotional effect, therefore no marks were awarded.

Poor hygiene can have an effect on a person's health and wellbeing.

(b) (i) State **two** effects poor hygiene can have on a person's physical health and wellbeing.

(2)

- 1 They are more likely to catch an illness or disease
- 2 They may have low self-esteem

### Question 1b(ii)

This question was answered particularly well by most learners. Most answers related to a person's social wellbeing. Loss and lack of friends and social isolation being the majority of the responses.

The response below was awarded 2 marks.

(ii) State **two** effects poor hygiene can have on a person's social wellbeing.

(2)

- 1 People won't want to be near them
- 2 Not many friends

The response below was awarded 1 mark as it stated one social effect of poor hygiene - loss of friends. Loss of confidence would be an emotional effect.

(ii) State **two** effects poor hygiene can have on a person's social wellbeing.

(2)

- 1 loss in confidence
- 2 loss in friends



The response below was awarded 2 marks. 1 mark was awarded for bullying and 1 mark was awarded for 'may not get along with others' as it links to being unable to form friendships on the mark scheme.

(ii) State **two** effects poor hygiene can have on a person's social wellbeing.

(2)

- 1 May get bullied as people may not want to be around individual
- 2 May not get along with others

**Question 1c(i)**

This question was answered well. Most learners were able to answer the question correctly. However, some learners were not aware that BMI stood for Body Mass Index and were unable to answer the question.

1 mark was awarded for the response below.

(c) (i) What does BMI stand for?

(1)

Body Mass index

The following responses below are some examples of incorrect answers.

(c) (i) What does BMI stand for?

(1)

BASE, MASE, "Infirmity"

(c) (i) What does BMI stand for?

(1)

Body Mass Impression

**Question 1c(ii)**

Most learners were able to gain full marks for this question. Some responses related to the units of measurement rather than the measurements used for calculating BMI.

The response below is an example where the learner provided units of measurement instead of measurements used for calculating BMI, therefore it did not achieve any marks.

(ii) Which **two** measurements are used for calculating BMI?

(2)

- 1 Km.
- 2 Kg.

There were also responses that provided formulae, this also resulted in no marks being awarded.

(ii) Which **two** measurements are used for calculating BMI?

(2)

- 1 Divide
- 2 Add

The majority of learners were able to give the two measurements used for calculating BMI. The response below achieved 2 marks.

(ii) Which **two** measurements are used for calculating BMI?

(2)

- 1 height cm
- 2 weight kg

**Question 1c(iii)**

This item was answered quite well. However, a common mistake was learners referring to height and weight. Responses that did correctly identify muscle mass, age and illness did not show enough understanding to expand their response and achieve full marks.

The response below was awarded 1 mark for muscle mass. 'It's not always accurate' did not achieve any marks as it is not a description.

(iii) Describe **two** limitations of using BMI.

(4)

- 1 When using the method 'BMI' it doesn't take muscle into consideration, it will just calculate the weight of someone overall, including muscle.
- 2 It's not always accurate.

The response below achieved 3 marks. The first response linked to muscle mass and the learner expanded their answer to explain that this could be a healthy weight; therefore, this first response achieved 2 marks. The second response described that a genetic condition could result in a limitation of using BMI, which achieved 1 mark. However, no further marks were awarded as there is no expansion.

(iii) Describe **two** limitations of using BMI.

(4)

- 1 It doesn't take your muscle distribution into account, meaning your BMI will be high but you would be healthy.
- 2 You may suffer from a genetic condition that causes you to have a higher BMI.

The response below had no rewardable material as it did not describe any limitations of using BMI.

(iii) Describe **two** limitations of using BMI.

(4)

1 using BMI may not always give you the correct results.

2 if a persons body mass and height is measured incorrectly the results could be not correct.

The response below was awarded 2 marks. The response highlighted that BMI calculations do not take into account muscle mass and expanded that the weight could be muscle and not fat.

(iii) Describe **two** limitations of using BMI.

(4)

1 It does not account for body fat to muscle mass ratios within the body. So skinny started someone could be over weight in muscle not fat.

2

A further example that muscle mass is a limitation of using BMI.

(iii) Describe **two** limitations of using BMI.

(4)

1 Doesn't account for muscle in the body  
so you can't be given an accurate reading.

2

Below is a response that achieved 3 marks. The first response described muscle mass as a limitation and gave further explanation that this resulted in being classed as obese. Therefore, this first response was awarded 2 marks. The second response highlights illness having an impact on an individual's BMI, which achieved 1 mark.

(iii) Describe **two** limitations of using BMI.

(4)

1 It doesn't take into account potential muscle growth instead of fat tissue so you can be obese even if not.

2 Not everyone follows a development curve some people have medical issues that affect height and weight so would give a false BMI even if not fully accurate.

**Question 1d(i)**

This item was answered well. There were some incorrect responses related to how an individual looked and how others saw or related to them.

Below is an example of good a response. The response was awarded 1 mark.

Dean is 14 years old and has the eating disorder anorexia. Dean has a poor self-image.

(1)

(d) (i) State what is meant by self-image.

self-image is how you view yourself and what you look like.

Another well answered response below. 1 mark awarded.

Dean is 14 years old and has the eating disorder anorexia. Dean has a poor self-image.

(1)

(d) (i) State what is meant by self-image.

How you look and see yourself.

Below is an example of an incorrect answer which resulted in no marks being awarded. The response does not link to self-image.

Dean is 14 years old and has the eating disorder anorexia. Dean has a poor self-image.

(1)

(d) (i) State what is meant by self-image.

it is when some isn't happy with themselves. This could be because of the waight hight, couflet or the social life at school

Another example that did not achieve any marks as it linked to standard of clothing.

Dean is 14 years old and has the eating disorder anorexia. Dean has a poor self-image.

(1)

(d) (i) State what is meant by self-image.

Self image is maintain your standard to the level of good clothing, being proud well presenting your self to others.

### Question 1d(ii)

Learners were able to outline how Dean's family and friends may support him to improve his health, but some responses did not link to the scenario that Dean was anorexic. Responses referred to exercise more, which did not relate to anorexia.

The response below was awarded 1 mark for encouragement. Encouragement was a common answer for this item, along with balanced diet.

After a few months in hospital, Dean is continuing to improve at home.

(ii) Outline how Dean's family and friends may support him to improve his own health.

(2)

Giving him the right support and help. encouraging him, to carrying on doing it.

The response below was awarded 2 marks as it outlined the support family could give in encouraging Dean, then expanded to outline positive eating habits.

After a few months in hospital, Dean is continuing to improve at home.

(ii) Outline how Dean's family and friends may support him to improve his own health.

(2)

They can encourage him to eat more, this can be done by presenting food in a beautiful way and also them eating in front of Dean.

Another example of a response that achieved 2 marks. The response below showed understanding from family and friends to empower Dean.

After a few months in hospital, Dean is continuing to improve at home.

(ii) Outline how Dean's family and friends may support him to improve his own health.

(2)

They could always be there for him, and morally support him by telling him that he can improve his health and achieve his goal. They could also be <sup>socially</sup> ~~socially~~ active with him.



**Question 1d(iii)**

This question required learners to explain two ways in which the media may influence Dean's recovery from anorexia. Most responses linked to role models and recovery stories.

The response below was awarded 2 marks awarded, one mark for identifying that the media promoting healthy eating influenced Dean's recovery and another mark for explaining that this encouraged him to have a balance diet.

The media can influence people.

(iii) Explain **two** ways in which the media may influence Dean's recovery.

(4)

If Dean see's adverts about fitness clubs or videos how to make a healthy meal then it could encourage him to do these type of things plus this will help his recovery and give him a good balanced diet.

The following response achieved 3 marks. 2 marks were awarded for identifying positive role models, encouraging Dean to have a balanced diet. Also 1 mark was awarded for identifying negative influencers.

The media can influence people.

(iii) Explain **two** ways in which the media may influence Dean's recovery.

(4)

The media may influence Dean's recovery because if he is ~~is~~ <sup>on</sup> social media, he may see models and celebrities who are a healthy weight and then he might want to be like them so he'll eat more. The media may also influence Dean's recovery because he might see someone who isn't a healthy weight and so he'll stop eating and recovering to be like them.

The response below did not achieve any marks as the response did not link to the question.

The media can influence people.

(iii) Explain **two** ways in which the media may influence Dean's recovery.

(4)

Dean may see other people on social media and want to recover quickly so he can enjoy his teenage years however it can have a negative impact on his recovery because he may feel as if he's not good enough and may ~~become~~ become discouraged. This will give him no hope and he will stop trying.

**Question 2**

**Question 2a (i)**

This item was answered well. However, some learners were not able to differentiate between formal and informal sources of support. Rehabilitation and AA were also common responses that did not link to the scenario as Jenna was giving up smoking.

The following response achieved 4 marks.

Jacque and Jenna are in a relationship and live together. Jenna is a 23-year-old care worker. She smokes 10 cigarettes a day and drinks about four glasses of wine per week. She has recently found out she is pregnant. She wants to stop smoking and drinking.

2 (a) (i) State **two** sources of formal support and **two** sources of informal support that could help Jenna. (4)

Formal

- 1 Nurse
- 2 Doctor

Informal

- 1 family
- 2 friends

3 marks were awarded for the following response as 'neighbour' is considered as a 'friend', which is a repeated response.

Jacque and Jenna are in a relationship and live together. Jenna is a 23-year-old care worker. She smokes 10 cigarettes a day and drinks about four glasses of wine per week. She has recently found out she is pregnant. She wants to stop smoking and drinking.

2 (a) (i) State **two** sources of formal support and **two** sources of informal support that could help Jenna. (4)

Formal

- 1 Doctor
- 2 ~~Council~~ Councillor.

Informal

- 1 Friends
- 2 ~~Neighbour~~ neighbour

Below is an example of no awardable material due to formal and informal sources of support being misunderstood.

- 2 (a) (i) State **two** sources of formal support and **two** sources of informal support that could help Jenna.

(4)

Formal

- 1 Family
- 2 Friends.

Informal

- 1 Rehabilitation Centre.
- 2 Couciler

### Question 2a (ii)

Most responses were able to identify and expand on one barrier that may prevent Jenna from accessing support. Responses mainly focused on lack of time, transport or influence of family and friends.

Below is an example of a 4 mark response. In the first response, 'time' was identified as a barrier and the expansion point being due to work, therefore achieving 2 marks. The second response stated family and friends as lack of support.

Whilst the learner has identified a further barrier (financial) in the first response, only two barriers can be awarded, therefore this response was not awarded a mark.

- (ii) Explain **two** barriers that may prevent Jenna accessing support.

(4)

- 1 might not find time to go to the G.p and group classes. Because of work. might not find or have money for buse's to get there.
- 2 Might find it hard speaking and getting support off her family and friends because they might smoke.

Below is an example of a response that did not provide any expansion points. Only 1 mark was awarded for identifying lack of motivation as a barrier.

(ii) Explain **two** barriers that may prevent Jenna accessing support.

(4)

- 1 one barrier may be that they may not be able to help due to her being pregnant as they may need to try certain ~~medication~~ medication which might affect the baby.
- 2 Another barrier may be that even though she wants to stop she might not actually go and ask for help.

The example below achieved 3 marks. 1 mark was awarded for identifying lack of finances as a barrier in the first response. 2 marks were awarded in the second response for identifying time as a barrier and providing an expansion that this is due to work constraints.

(ii) Explain **two** barriers that may prevent Jenna accessing support.

(4)

- 1 A barrier Jenna may face accessing the support could be financial difficulties because she may not have the money to get to the support.
- 2 A barrier Jenna may face accessing the support is always being at work and can't get the day off.

**Question 2b (i)**

This item required learners to state one physical effect of an irregular sleeping pattern on Jenna. Most responses were able to state tiredness or fatigue as an effect.

The following response was awarded 1 mark.

Jenna has an irregular sleeping pattern.

(b) (i) State **one** physical effect of an irregular sleeping pattern.

(1)

*It will stop her going out places because she is tired and wants to sleep.*

The response below is an example of the learner not reading the question and commenting on the effects of a regular sleeping pattern on Jenna, therefore did not achieved any marks.

Jenna has an irregular sleeping pattern.

(b) (i) State **one** physical effect of an irregular sleeping pattern.

(1)

*Increase energy levels.*

The response below did not achieve any marks as stress is not a physical effect.

Jenna has an irregular sleeping pattern.

(b) (i) State **one** physical effect of an irregular sleeping pattern.

(1)

*Stress*

**Question 2b (ii)**

The following question asked for the learners to state the effect of lack of sleep on Jacque’s intellectual wellbeing. The common response was lack of concentration or unable to think clearly. The question was answered well by learners.

The response below was awarded 1 mark for stating that Jacqui would be unable to think clearly.

Jenna’s sleeping pattern wakes Jacque up. Jacque has a responsible job as a restaurant manager where he needs to be alert.

(ii) State **one** effect of lack of sleep on Jacque’s intellectual wellbeing.

→ low brain or low thinking well capacity. (1)  
 → feeling moody most of his day time.

The following response was not awarded any marks as this is linked to an emotional effect rather than an intellectual effect.

Jenna’s sleeping pattern wakes Jacque up. Jacque has a responsible job as a restaurant manager where he needs to be alert.

(ii) State **one** effect of lack of sleep on Jacque’s intellectual wellbeing.

Not being awake might be more moody (1)

The response below is not an intellectual effect. This is an example of the learner not understanding the question.

Jenna’s sleeping pattern wakes Jacque up. Jacque has a responsible job as a restaurant manager where he needs to be alert.

(ii) State **one** effect of lack of sleep on Jacque’s intellectual wellbeing.

wont be getting in work on time. (1)



**Question 2b (iii)**

This question produced a range of responses from learners, however, the expansion was typically given without providing an identification. This resulted in some learners not being awarded any marks. However, this item was well answered with most learners able to describe one effect. Most common correct responses were related to socialisation, interacting and Jacques not having any time to spend with his family/friends due to his work commitments.

The following response was awarded 2 marks. The learner identified increased social interaction as a social effect and described that this would result in meeting new people.

(iii) Describe **one** effect of working as a restaurant manager on Jacques's social wellbeing.

(2)

He will be able to make lots of friends as he is always meeting new people, this is good as he always socialising with people.

The following response also achieved 2 marks as the learner described the effects of working as a restaurant manager on Jacques's social wellbeing.

(iii) Describe **one** effect of working as a restaurant manager on Jacques's social wellbeing.

(2)

He will be meeting and interacting with different people, he may make friends with some of the customers.



### Question 2b (iv)

Learners appeared to find this item difficult to answer. Many learners did not recognise that the condition related to the genes being passed down and also not linked this to parents. Some learners were able to identify parents, however this tended to be very vague.

The following response is an example where the learner did not link to genes, therefore this was not awarded a mark.

Jacque has a genetic condition.

(iv) What is meant by the term genetic inheritance?

(1)

It means he has a genetic condition that has run in the family before.

The response below was also not awarded a mark. The answer related their response to 'it' and not a condition or example.

Jacque has a genetic condition.

(iv) What is meant by the term genetic inheritance?

(1)

It has been passed on by a family member.

Below is an example of a response that was awarded 1 mark.

Jacque has a genetic condition.

(iv) What is meant by the term genetic inheritance?

(1)

this is a condition which is passed from inherited from parents to children.

Another example of a response achieving 1 mark.

Jacque has a genetic condition.

(iv) What is meant by the term genetic inheritance?

(1)

Conditions that we get from our parent's genes

### Question 2c (i)

This item was well answered, with the most common answer being 'babysit so she can relax'. Other valid responses were given, only a few responses were vague. For example, 'help her' or 'give support'.

Many learners talked about providing financial support without any reference to emotional support therefore did not achieve any marks. General terms lost learners marks in this question

The following response achieved 1 mark for identifying that babysitting could support Jenna's emotional wellbeing. However, the response did not go onto describing the impact that this may have on Jenna's wellbeing.

Jacque and Jenna have moved house to be nearer Jacque's family; Jenna has had to give up her job and therefore they have less money.

(c) (i) Describe **one** way Jacque's family could support Jenna's emotional wellbeing when the baby is born.

(2)

Jacque's family could help her look after the baby.

The following response was awarded 2 marks as it identified that the family could babysit and described how this would give Jenna less stress.

Jacque and Jenna have moved house to be nearer Jacque's family; Jenna has had to give up her job and therefore they have less money.

(c) (i) Describe **one** way Jacque's family could support Jenna's emotional wellbeing when the baby is born.

(2)

emotionally they could offer to babysit and give stress relief off Jenna.

**Question 2c (ii)**

Learners were able to gain marks in this question as they were able to explain how Jenna giving up her job could affect her emotional health and wellbeing. However, learners struggled to identify or explain how this could affect her intellectual health and wellbeing. There were also instances where learners mixed up the different forms of development as some answers linked to social and physical development, which is not what the question has asked.

The following response achieved 2 marks. The learners identified that Jenna would be happier as she no longer works for Jenna's emotional development. No marks were awarded for Jenna's intellectual development.

(ii) Explain how giving up her job could affect Jenna's intellectual and emotional health and wellbeing.

(4)

Intellectual

She will have more time to think about the baby and her drinking problems. so she can go and see her local Gp and get help.

Emotional

she could feel much happier and stress free of work. But could also feel lonely and emotional as everyone around her have jobs and she will be alone alot.

The following response also achieved 2 marks for the affects on Jenna’s emotional development. The learner has identified stress as an affect and explained that this is due to Jenna’s lack of money.

(ii) Explain how giving up her job could affect Jenna’s intellectual and emotional health and wellbeing.

(4)

Intellectual

might worry about things, therefore might not function in the day.

Emotional

missing her work friends, also might become more stressed and could lead to depression, having no work or money. might bring more stress to the baby, and problems.

The following response achieved 3 marks as it identified that Jenna could lose skills and explained that this was due to her no longer practicing care.

Also identifying that depression is an emotional effect of Jenna giving up her job.

(ii) Explain how giving up her job could affect Jenna’s intellectual and emotional health and wellbeing.

(4)

Intellectual

Giving her job up Jenna’s intellectual level could drop as to she may lose the skills she has gained through working.

Emotional

Jenna’s emotions could be different as she may get bored at home which could lead her to having depression.

The following response had no awardable marks as the learner has not interpreted the question correctly.

(ii) Explain how giving up her job could affect Jenna's intellectual and emotional health and wellbeing.

(4)

Intellectual

Be thinking about how  
 Jenna going to get money  
 to support and look after  
 the family

Emotional

Not being able to provide  
 for the baby because Jenna  
 and Jacques have less money.

### Question 2d

The question gave some good answers by learners who were able to discuss both strategies and barriers in detail, with specific links to the Selene and Andre in the case study. There was evidence of 'lists' of strategies and barriers resulting in the responses staying in Band 1. These responses did not provide a discussion. Learners who did move into Band 2 were able to explain, however, did not develop their responses enough to move into the band 3 criteria.

The following response was awarded 4 marks awarded, this response is at the bottom of mark band 2.

There is evidence of both strategies that could help them lose weight and barriers they may face, however there is little discussion. The barriers are also vague with no explanation.

Jacque's parents, Salene and Andre, are both overweight. They are excited about becoming grandparents and have decided to lose weight.

(d) Discuss the strategies that could help them lose weight and the barriers they may face. <sup>p</sup> <sub>pics</sub> <sup>v</sup>

(8)

plan

Family/ Friends

TV commercials

Influencers

Some strategies that could help Salene and Andre to lose weight is are Family their friends they could provide them with information which could be able to help them to lose weight, this would emotionally help them not to give up would ~~increase~~ increase their self-confidence because they would be getting support from their family. Another example can be TV commercials this would benefit them because they would be have someone who they can support look up to which means that this would also help them to give them a target onto what they're trying to achieve. Finally, they could also get themselves a personal trainer this would benefit them because



they have someone who is able to support them in the gym who may intellectually teach them the benefits of losing weight which are lack of chance of having a high blood pressure. hastily, they may not want to give up because they may want to set a good example to their grandkids which means that physically it benefits salene and Andre because it would help to <sup>them to have stronger</sup> increase their ~~muscle~~ bones.

One barrier that may stop them from losing weight is that exercising may get too much for them so that they would believe that easier option is to drop out. Further more, they may also have a low self-confidence which means that they would be more likely not to try to exercise because they may feel like that they can't do it. another <sup>barrier</sup> could be that they ~~sex~~ ~~bar~~ may feel embarrassed to access the gym because they think that people are going to be looking at them. (Total for Question 2 = 27 marks)

The following response was awarded 1 mark as the learner has linked the answer to the scenario in the question, but has only provided a list. Some points that have been listed are irrelevant to the scenario.

Jacque's parents, Salene and Andre, are both overweight. They are excited about becoming grandparents and have decided to lose weight.

(d) Discuss the strategies that could help them lose weight and the barriers they may face.

(8)

- \* Support
- \* Confidence
- \* Eating healthy food
- \* 2 litre a day water
- \* No take away
- \* Hand made food
- \* Face them self to do what they believeing
- \* Face what is coming to them
- \* More vitamin
- \* 6-8 hours sleep so they feel more energetic
- \* Understanding the situation what they through
- \* More walking
- \* Time when they eat food
- \* No Alchool
- \* No Smoke
- \* Fruit and Vegetables
- \* Vitamin
- \* Taking them # tablet regularly.



The following response was awarded 2 marks and is at the middle of mark band 1. The learner discussed one barrier, however only one strategy has been identified. There is no consideration of more than one viewpoint for strategies. The learner has stated that they need to lose weight and take up exercise, without providing any discussion.

Jacque's parents, Salene and Andre, are both overweight. They are excited about becoming grandparents and have decided to lose weight.

(d) Discuss the strategies that could help them lose weight and the barriers they may face.

(8)

The strategies they should use is going to a slimming world or something like that, also eating healthy and going to the gym or going on walks.

firstly a barrier in the way ~~could be~~ is physical development, they ~~could~~ could be really self conscious about their weight, which stops them doing something about it. However that could be good because they could work on appearance first, also prevents them from getting stressed before the baby is born.

Secondly another barrier could be their intellectual development,

The following response was awarded 4 marks. This response is at the bottom of mark band 2. The response identifies the strategies and barriers that Salene and Andre face, however, there is little discussion.

Jacque's parents, Salene and Andre, are both overweight. They are excited about becoming grandparents and have decided to lose weight.

- (d) Discuss the strategies that could help them lose weight and the barriers they may face.

(8)

Salene and Andre might start going on bigger walks or bike rides to become more active.

But they might live in the city so it might be hard finding places to go.

Salene and Andre might start going to the local gym. But therefore they might not have money every month to pay for an membership.

They might start buying healthier food ~~options~~ options.

But they might not like healthie foods and find it hard to eat them. Also might go to waste.

The following response has been awarded 5 marks and is in the middle of mark band 2. The response has identified and discussed strategies that Salene and Jacques could do adopt to lose weight and barriers that they may face. However, to move into Band 3 the response needs to go into more depth and the discussion needs to be more clear.

Jacque's parents, Salene and Andre, are both overweight. They are excited about becoming grandparents and have decided to lose weight.

- (d) Discuss the strategies that could help them lose weight and the barriers they may face.

(8)

one way to help them lose weight would be for them to make a SMART plan & to set a goal they want to achieve. For example losing a specific amount of weight in a certain amount of time. This will help keep them motivated as the goal they set is achievable. They may seek formal support from a dietitian or a slimming group. This will allow them to express the struggle of losing weight whilst also receiving advice on how to overcome it.

Jacque & Jenna could also agree to eat healthily so Salene & Andre aren't dismotivated & aren't tempted by unhealthy foods. Salene & Andre may decide to exercise together as well so they can have each other's moral support & don't feel embarrassed. However, Salene & Andre may feel like they don't have enough time to lose weight as they need to prepare for the baby. & will be looking after them once they arrive. Salene & Andre may also feel they can't afford to buy more expensive, healthier foods as Jenna

A

has had to stop working. They may also feel  
~~too~~ stressed about the baby to try & lose  
weight & become quickly unreluctant to try.  
This may also mean the Jacques & Jenna are  
too stressed to eat healthily, resulting in  
Sulene & Andre being tempted by unhealthy  
food. Sulene & Andre may also not have the  
time or money to seek formal support from a  
doctor or slimming group, & since Jacques &  
Jenna aren't acting healthily, they are receiving no  
informal support either.

## Summary

Based on their performance of this paper, learners should:

- Write in the space provided, extended responses do not attract more marks, unless they provide expansion as described in the examples, above.
- Use the information in the text boxes, if supplied.
- Learners are reminded to note the command verb used in each question.
- Manage their time effectively to ensure they can spend enough time on each question.
- Use appropriate language, as explained in the specification.
- Be reminded that marks are not awarded for repetition of the question.
- read the question carefully and only write answers that relate to the specific factors requested.

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