

Lead Examiner Report 2001

January 2020

**L1/L2 First in Health and Social
Care**

Unit 9 Healthy Living (20952E)

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Unit 9 Healthy Living (20952E)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	20	27	34	41

Introduction

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

Introduction to the Overall Performance of the Unit

As in previous series, the paper differentiated well with candidates 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 candidates are not 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

The following section considers each question on the paper, providing examples of candidate responses and a brief commentary of why the responses gained the marks they did. This section should be read in conjunction with the question paper and corresponding mark scheme.

Section A

Question 1

Question 1a (i)

This question was answered particularly well by most candidates. Most correctly identified increased weight and damaged liver.

The response below was awarded 2 marks.

1 Drinking too much alcohol can affect a person's health and wellbeing.

(a) (i) Identify **two** negative physical effects of drinking too much alcohol.

(2)

- A Increased weight
- B Increased socialisation
- C Damaged liver
- D Improved skin
- E Improved concentration

Handwritten candidate response: increased weight and damaged liver

Question 1a(ii)

This question was answered particularly well by most candidates. Some candidates responded to social effect, rather than emotional effect. There was some repetition in responses. For example, they will be sad/unhappy, they will be depression

Many candidates had difficulties understanding concept with responses linked to social rather than emotional.

2 marks awarded. One mark awarded for low self esteem and one mark for depression.

(ii) Give **two** negative emotional effects of drinking alcohol.

(2)

- 1 low self-esteem
- 2 Depression

The response below was awarded 1 mark for low self esteem. No marks were awarded for mood swings, as this is deemed as a generalised answer, rather than specific answer.

(ii) Give **two** negative emotional effects of drinking alcohol.

(2)

- 1 you will have rapid mood swings
- 2 you will start to have low self-esteem

One mark was awarded for the low self esteem. No marks were awarded for mental health issues. This is not an emotional response and more linked to long term drinking.

(ii) Give **two** negative emotional effects of drinking alcohol.

(2)

- 1 mental health issues
- 2 ~~low self-esteem~~ low self-esteem

Question 1b(i)

The majority were able to gain 2 marks by naming two forms of contraception. Main responses were pill, implant and injection. Although the question asks for two forms of contraception, other than male and female condom, there were a significant number of candidates who condoms as a form of contraception. Their responses were awarded no marks.

The response below was awarded 1 mark for p. No pills, marks were awarded for pills as it was seen as the slang term used for the contraceptive pill.

No marks awarded for birth control.

(b) (i) Name **two** forms of contraception that Brett and Maddie could use to help prevent pregnancy, other than male and female condoms. (2)

1 pills

2 birth control

The response below was awarded 1 mark as the candidate was able to name 'the coil' as a form of contraception. The morning after pill was awarded any marks as this was not seen as a contraception, as it is used after sexual intercourse.

(b) (i) Name **two** forms of contraception that Brett and Maddie could use to help prevent pregnancy, other than male and female condoms. (2)

1 The morning after pill

2 the coil

Question 1b(ii)

This item was answered particularly well by most candidates. Most answers named two sexually transmitted diseases. HIV, Aids, Chlamydia and Gonorrhoea being the majority of the responses. Spellings of the sexually transmitted diseases were extremely poor, however, candidates were not disadvantaged for this and marks were awarded where words were recognised.

There was evidence in this item of candidates naming thrush as a sexually transmitted disease when it is not. No marks were given for this answer. Below is an example, which was awarded one mark for HIV.

(2)

1 Hiv

2 Thrush.

Other candidates named STD as a sexually transmitted disease, which is incorrect. The response below is an example of a response that did not have any awardable material.

(2)

1 STD

2 Urine disease

Question 1b(iii)

This item was answered particularly well by most candidates. Most gave two reasons why Brett and Maddie have decided to delay becoming parents. Not being ready and not being financially ready being the majority of the responses.

The response below was awarded 2 marks.

(iii) Give **two** reasons why Brett and Maddie have decided to delay becoming parents.

(2)

1 Focusing on their career

2 could be too early in the relationship

The response below was awarded 1 mark as it gave one reason why Brett and Maddie have decided to delay becoming parents – They may not be ready. of poor hygiene - loss of friends. They may be taking things slow is a repetition of may not be ready.

(iii) Give **two** reasons why Brett and Maddie have decided to delay becoming parents.

(2)

1 They might not be ready for comitment of a relationship

2 They might be taking things slow

The response below was awarded 2 marks. 1 mark was awarded for financial stability and 1 mark was awarded as 'wait for marriage so the child is not born out of wedlock' was awarded as religion and cultural beliefs from the mark scheme.

(iii) Give **two** reasons why Brett and Maddie have decided to delay becoming parents.

- (2)
- 1 To ensure financial stability before having a child.
 - 2 To wait for marriage so the child is not born out of wedlock.

Question 1c(i)

Candidates found it difficult to state two effects of eating a balanced diet on Brett's physical health and wellbeing. Most candidates were only able to state one effect, the common answers being increase energy, weight loss or maintenance. There were numerous candidates who incorrectly stated physical and intellectual effects instead of physical effects.

2 marks awarded for the response below. Clear skin, linked to healthier looking skin and weight loss.

(c) (i) State **two** effects of eating a balanced diet on Brett's **physical** health and wellbeing.

(2)

- 1 Clear skin
- 2 appropriate weight loss

Below is another example of a 2 mark response. Marks were awarded for improved sleep, and increased energy levels.

(c) (i) State **two** effects of eating a balanced diet on Brett's **physical** health and wellbeing.

(2)

- 1 He will be able to sleep better which means he will have a better sleep pattern.
- 2 will become more energetic / have more energy to do stuff.

Brett is going to the gym to help him to lose weight.

(d) (i) Give **two** ways that exercise can improve **intellectual** health and wellbeing.

(2)

- 1 improve concentration
- 2 clear thinking

Question 1c(ii)

The majority of candidates were able to gain full marks for this item. Some responses related to the effects of eating a balanced diet on Brett's physical and intellectual health and wellbeing, rather than on Brett's emotional health and wellbeing.

The example below highlights this error. Motivated is not an emotional response.

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

(2)

he will start to feel happier

he will become more motivated to do things

The response below achieved full marks.

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

(2)

1 He will have a positive self-image

2 He will feel good and proud of himself.

The response below had no rewardable material. Brett will not become more confident for eating a balanced diet, he would possibly become more confident for losing weight. Energy levels are linked to physical health and wellbeing.

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

(2)

1 His energy levels will increase

2 he will be more confident

Question 1c(iii)

The majority of candidates were able to give two identifications of the barriers that might make it difficult for Brett to lose weight. However, candidates lacked extensions on this question. Responses that did correctly identify time restrictions and lack of support as identifications, however, did not show enough understanding to expand to achieve full marks.

The response below achieved 2 marks for the identification of lack of knowledge and lack of motivation. The explanations are too vague for an explanation question.

(iii) Explain **two** barriers that might make it difficult for Brett to lose weight.

(4)

- 1 Brett may have a lack of knowledge on how to lose weight which can be a barrier as he won't know which methods to use in order to lose this weight
- 2 Brett may not have the motivation to lose weight ~~so~~ which means and instead he will procrastinate resulting in no weight lost.

The response below achieved 3 marks. The first response identified lack of time - achieving 1 mark. The second response achieved 2 marks. The second response identified lack of support and the candidate expanded their answer to explain that Maddie was the influence.

(iii) Explain **two** barriers that might make it difficult for Brett to lose weight.

(4)

1. Lack of time for activities such as gym can make it harder to lose weight with just a balanced diet.
2. Lack of motivation from Maddie, Brett may struggle without emotional support.

The following response was awarded the full four marks, giving two identifications and explanations to the barriers that might make it difficult for Brett to lose weight.

In the first response 'Lack of support' was the awarded identification, the awardable explanation being from family, Maddie.

The second response 'Time restrictions' was the awarded identification, the awardable explanation being unable to make correct healthy choices.

(iii) Explain **two** barriers that might make it difficult for Brett to lose weight.

(4)

1. Maddie could be a barrier for Brett because if they are eating different foods she might persuade him to have what she is having most nights which might not be a healthy meal.
2. Not having enough time could be a barrier for Brett because if he doesn't have enough time to get a healthy meal he may go and get a take away for quickness.

Question 1d(i)

Candidates found this question difficult to answer, candidates appeared not to understand the concept of intellectual health and wellbeing. There were some incorrect responses related to thinking how an individual looked and how others saw or related to them.

Below is an example of a response that did not contain any awardable material. The response does not link to ways that exercise can improve intellectual health and wellbeing.

(d) (i) Give **two** ways that exercise can improve **intellectual** health and wellbeing. (2)

1. Learning about gym equipment
2. Eating healthy

Some candidates were able to achieve the full two marks. Below is a well answered response. Marks were awarded for improved concentration and improved focus.

(d) (i) Give **two** ways that exercise can improve **intellectual** health and wellbeing. (2)

1. Concentration / focus
2. ~~Helps keep~~ Motivation to keep working

Below is an example of a response that achieved one mark for improved concentration. Again, candidates also gave emotional responses.

(d) (i) Give **two** ways that exercise can improve **intellectual** health and wellbeing.

(2)

- 1 Going to the gym can help improve concentration.
- 2 Going to the gym can improve motivation.

Question 1d(ii)

Candidates were able to outline how going to the gym could have a positive effect on Brett's social wellbeing.

The response below was awarded 2 marks for meet new people and socialise with them as an appropriate extension. Making new friends and meeting new people were the most common responses.

(ii) Explain **one** way that going to the gym could have a positive effect on Brett's **social** wellbeing.

(2)

one way is that Brett will begin to meet new people there and ~~be~~ socialise with them.

The response below was awarded 1 mark as it identified that Brett could make new friends. The response has been repeated by identifying new friends as a positive effect on Brett's social wellbeing.

(ii) Explain **one** way that going to the gym could have a positive effect on Brett's **social** wellbeing.

(2)

He will meet new people and can make new friends
and because of this, his interest to go to ~~gym~~ gym
will increase more.

Question 1d(iii)

This question required candidates to explain two ways in that going to the gym could have a negative effect on Brett's and Maddie's relationship. Some candidates focused on Maddie or Brett may be feeling and not on their relationship and therefore did not achieve marks for this response.

The example below achieved full marks. The first response identified they could drift apart and the expansion was spending time apart. This is an example of the identification and expansion being in different responses of the mark scheme. The second response identifying they do not have sex, leading to the expansion of Brett being tired from going to the gym.

(iii) Explain **two** ways that going to the gym could have a negative effect on Brett and Maddie's relationship.

(4)

1 Brett may not be spending as much time with maddie so they may become distant and unhappy.

2 He will be tired after working then going to the gym which may effect their sexual ~~re~~ relationship causing them to be unhappy, and sexually frustrated.

(Total for Question 1 = 26 marks)

The response below was awarded 2 marks, one mark for identifying the breakdown in their relationship and explaining that this that this is due to Brett spending little time at home.

The second response mainly relates to Maddie.

(iii) Explain **two** ways that going to the gym could have a negative effect on Brett and Maddie's relationship.

(4)

1 One way that going to the gym could have a negative effect on Brett and Maddie's relationship is, Maddie may lose trust for Brett due to going gym four times a day after work, could make her think he is cheating.

2 Another way that going to the gym could have a negative effect on Brett and Maddie's relationship is that Maddie could become lonely, due to Brett hardly being home, this could also lead her into depression.

(Total for Question 1 = 26 marks)

The following response achieved 3 marks. The marks were achieved through identifying the breakdown in their relationship due to them spending time apart. Also drifting apart achieved a mark.

(iii) Explain **two** ways that going to the gym could have a negative effect on Brett and Maddie's relationship.

(4)

1 Brett is spending less time away from Maddie, which could push them away from each other as Brett is meeting new people.

2 Brett and Maddie are socialised around each other less. This could make the ~~new~~ relationship fall apart.

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

(iii) Explain **two** ways that going to the gym could have a negative effect on Brett and Maddie's relationship.

(4)

Maddie would be missing Brett as he is at work ~~at~~ any gym ~~part~~ throughout the day.

Brett would be tired since he goes to the gym and when he gets to work he will lose focus.

Question 2a (i)

This item was answered well. A common mistake by candidates was to highlight environmental factors rather than effects. For example, have more space or limited mobility.

1 mark awarded

Keep their independence (1)

Keep a closer eye on her is an effect on Arthur and not for the both of them.

2 (a) (i) State **two** effects that moving into a smaller home will have on Ada and Arthur.

(2)

- 1 She will be able to get around better.
- 2 he can keep a closer eye on her.

1 mark was awarded for the following response for no personal space. Less accidents and become closer were common responses that did not link to the question and were not awardable material. No marks were awarded for less chance of accidents, as there is nothing in the scenario to indicate this.

2 (a) (i) State **two** effects that moving into a smaller home will have on Ada and Arthur.

(2)

- 1 ~~Find~~ Arthur will have ^{less chance} ~~more of a~~ of accidents
- 2 will give them less space

Question 2a (ii)

The majority of candidates correctly give one informal and formal source of support available to Arthur and Ada.

Friends and Social worker were given full awardable marks for informal and formal sources of support.

(ii) Give **one** source of informal and **one** source of formal support available to Ada and Arthur.

(2)

Informal

family members. friends.

Formal

social worker.

The following response was awarded one mark for family. Youth group was not awarded any marks as it is not relevant to Arthur and Ada as they are elderly.

(ii) Give **one** source of informal and **one** source of formal support available to Ada and Arthur.

(2)

Informal

Friends and/or family.

Formal

Youth group.

Again, friend was awarded a mark, however, counsellor was not awarded as not relevant to the scenario.

(ii) Give one source of informal and one source of formal support available to Ada and Arthur.

(2)

Informal

friend

Formal

Counsellor - couples

Question 2a (iii)

Most responses were able to identify and expand on one way that moving home could affect their social health and wellbeing. Responses mainly focussed on lack of contact with friends and family and also reduced socialisation/isolation, and not being able to see friends as they are now living far away.

Below is an example of a 4 mark response. Social isolation was identified as a way moving home could affect Arthur and Ada's social wellbeing. The extension being as they will not see anyone they know, achieving 2 marks. The second response stated increase social more often due to making new friends, achieving full marks. Few candidates were able to provide both two identifications and extensions.

(iii) Explain **two** ways that moving home could affect their **social** health and wellbeing.

(4)

1 they may not leave the house as much as they'd liked, and could make them not want to ^{leave} as they won't see anyone that they know.

2 they may find new friends, and make them socialise more often and leave the house.

Another example of a 3 mark response, the first response gave social isolation a way that moving home could affect their social health and wellbeing.

Followed by less contact with family as they no longer live near.

(iii) Explain **two** ways that moving home could affect their **social** health and wellbeing.

(4)

- 1 They may not get out frequently to see their friends. Which could cause social isolation.
- 2 They could lose good bonds they have with family members if they do not see them very often.

The majority of candidates gave 'Less contact with family' as an identification, followed by 'as they no longer lived near' as their expansion. However, as shown in the second response, were not able to give further ways that moving home could affect Arthur and Ada's social health and wellbeing.

(iii) Explain **two** ways that moving home could affect their **social** health and wellbeing.

(4)

- 1 moving homes could affect ada's and Arthurs social health and wellbeing because the may move far away and friends and family might not be able to go see them.
- 2 Ada and arthur wont have anyone to get to when they need something as they would have to wait for someone to get transport.

Question 2b

This item required candidates to outline two possible effects of irregular sleeping patterns on Arthur's health and wellbeing. This was a well answered question, where most responses were able to outline lack of concentration, low immune system, tired and low energy being the most popular responses. The majority of candidates achieve the full marks in this question.

The following response was awarded 2 marks for outlining lack of concentration and stress as the possible effects of irregular sleeping patterns on Arthur's health and wellbeing.

(b) Outline **two** possible effects of irregular sleeping patterns on Arthur's health and wellbeing.

(2)

1. Increased stress as he is not letting his brain rest
2. Decrease in concentration levels.

Question 2c (i)

The following question asked for the candidates to outline two effects of smoking on Mandy's social wellbeing. Candidates responses focused on lack of energy due to concerns over smell, with few identifying passive smoking. Similarly making new friends was often given as a correct answer.

The first response was not awarded any marks as it does not refer to passive smoking or smell. The second response below was awarded one mark for outlining that Mandy may not be included in non smoking events/places. This is positive marking in favour of the first part of the question.

(c) (i) Outline **two** effects of smoking on Mandy's **social** wellbeing.

(2)

- 1 Some people may not want to socialise with her because she smokes
- 2 She may not be able to participate in activities with friends because of her lung capacity.

The following response had no awardable material, as the first response does not outline an effect on Mandy's social wellbeing. The second response is more about developing relationships. Some candidates gave responses that were not age appropriate to Mandy.

(c) (i) Outline **two** effects of smoking on Mandy's **social** wellbeing.

(2)

- 1 Mandy's family may not want to her.
- 2 She might have difficulties to making new friendship.

Below is a good example of a response which achieved full marks for outlining Mandy's lack of engagement due to concerns of passive smoking and also linked to making new friends.

(c) (i) Outline **two** effects of smoking on Mandy's **social** wellbeing.

(2)

- 1 One effect is that non smokers may not want to be round her because of the smell.
- 2 Another effect is that she could make new friend in places such as smoking areas.

Question 2c (ii)

Candidates were able to gain marks in this item as they were able to explain how Mandy's poor hygiene could impact on her health and wellbeing. Many candidates were able to give an identification, but few gave appropriate extensions. Social isolation and increased risk of illness were by far the most popular answers. The most popular responses referred to low self-esteem, low self-image and depression.

The following response achieved 3 marks for identifying increased risk of illnesses and low mood, followed by an expansion of 'due to body odour'. Social isolation is another identification in the response, however, only two identifications can be awarded.

(ii) Explain **two** ways that poor personal hygiene could impact Mandy's health and wellbeing.

(4)

1 a poor hygiene can create infections and illnesses, and she could become ill due to infections that she's got.

2 she may not realise that she smells and still try and interact with people who don't want to, therefore making her sad because she doesn't know why they won't talk to her.

The following response achieved 2 marks for social isolation and body odour.

(ii) Explain **two** ways that poor personal hygiene could impact Mandy's health and wellbeing.

(4)

1 She won't look presentable for anything, ~~the~~ people won't want to approach her.

2 She may have ~~bad~~ body odor

Question 2d

The following item produced some good answers by candidates who were able to discuss both strategies and barriers in detail, with specific links to the Alex in the scenario.

There was evidence of 'lists' of strategies and barriers resulting in the responses staying in Band 1, linked to level 1 candidates' responses. This did not lead to discussion in the responses.

Candidates 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 2 marks awarded, this response is at the middle of mark band 1.

The content links to level 1 with limited information that links to any strategies and barriers that Alex could use. There is evidence of both strategies that could help him stop smoking, these are intervention strategies and motivation.

There are also few barriers Alex may face, however, there is little discussion. The expansions are also not developed and explained.

(d) Discuss the strategies that could help Alex to stop smoking and the barriers that may prevent her.

(8)

There are many ~~ways~~ strategies Alex could use to stop smoking, they each come with little hurdles that may affect the cycle though.

Nicotine patches are one of the most common ways of quitting, but are not the cheapest, so if the person wanting to use the nicotine patch method is struggling with money, they should avoid it. Nicotine patches also only help with the actual cigarette problem, as they still fill you up with nicotine.

Motivation is also a massive barrier which needs to be faced when stopping smoking, as all methods require the person to actually be motivated to stop, without any motivation, trying to stop would be a waste of time and energy.

The following response was awarded 6 marks as the candidate has linked the answer to Mandy's wish to stop smoking in the question. The response considers both barriers and strategies and most points are relevant to Alex.

There are a number of strategies that have been answered in detail, however, the strategies and barriers are limited. To move into Band 3 the candidate could have given more examples of strategies and barriers. A sophisticated response.

(8)

My first strategy that I would recommend is finding a support group of other smoking addicts who are recovering. A barrier that may prevent her is that she's too scared to find ~~set~~ a support group due to possible embarrassment, a low self-esteem or anxiety.

However, if that doesn't work out I would also recommend setting a SMART target; perhaps cutting down on how much Alex smokes until it turns to zero. As much as this idea could work, a barrier could be her setting an unrealistic ^{target} goal, like ~~cutting down~~ completely stopping in just a week.

Another strategy could be ensuring that there are no ^{persuade} teases or triggers (such as cigarette packs) to ~~tease~~ her into smoking, because it only takes one to set her off. Clearly a barrier of this is that because she has been smoking for so long, there's many chances that she will find evidence of a past cigarette, which could ruin everything.

Another good strategy for slowly cutting down is using replacements such as nicotine chewables or a vape. ~~Both aren't great though physically and~~

A barrier or excuse however is that she may protest that they are the same as smoking so why ~~cut down~~ stop an addiction to start another one?

Finally, a strategy she could attempt is using informal support. Possibly not her ~~mom~~ mother due to her being a heavy smoker herself, but

using the help of positive peer pressure from her friends may really be a huge confidence boost. Only barrier is, she may either not have many friends, or those she may have could negatively peer pressure her into having a smoke.

In conclusion, there are several strategies that she can use to recover, they just all come with a risk. she can't make excuses and she'll just have to try put her mind to it. ~~stooo~~

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

The response has identified and discussed strategies Mandy could do to stop smoking and barriers that she may face. To move into Band 3 the response needs to discuss more strategies and barriers, the learner end of the response was repetitive and, therefore, was not awardable.

may prevention. and seek formal support (8)
alex could go to the doctors to discuss her addiction, the doctor would sit down with her and lay out a plan on how to cut down smoking. He may give her nicotine patches and gum and also get her to set a goal on how much she wants to cut down on a week.

a barrier to this maybe that alex has anxiety and doesn't feel comfortable enough to go to the doctors on her own and to speak to them about her addiction.

alex could seek informal help from her family and they could help support her in cutting down smoking and continue to encourage her to do so.

a barrier to this could be that her family aren't very supportive in helping her to cut down and this could cause her to relapse and not want to continue on the road to cutting down/giving up smoking.

Alex could seek informal support from her friends and they could sit down with her and talk about ways that she could stop smoking and keep at it.

A barrier to this could be that her friends don't want her to give up smoking or that they don't want to support her in this.

Alex could go and seek formal support from a specialist, the specialist could give her strategies on how to give up smoking, how to cut down, what is the reason she smokes.

The barrier to this could be that Alex doesn't know about smoking specialists so may not be able to seek help from them.

Summary

Based on their performance of this paper, candidates 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.
- candidates 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, it is useful to allow 2 minutes for each mark, meaning they will be able to complete the paper within the allowed time.
- 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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