



Mark Scheme (Results)

January 2021

Pearson BTEC Firsts
In Health and Social Care (20952E)
Unit 9: Healthy Living

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Unit 9: Healthy Living

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Question Number	Answer	Mark
1 (a) (i)	<p>Award one mark for any of the following up to a maximum of two marks:</p> <p>C – Change in weight (1)</p> <p>E – Liver disease (1)</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (a) (ii)	<p>Award one mark for any of the following up to a maximum of one mark:</p> <ul style="list-style-type: none"> • Improved concentration (1) • Clearer thinking (1) • Ability to learn (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
1 (b) (i)	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Low energy level (1) • Coronary heart disease (1) • Respiratory conditions (1) • Weight gain/obesity (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1b (ii)	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Doctors (1) • Nurse (1) • Dietician/nutritionist (1) • Personal trainer (1) • Support groups (1) • Teacher (1) <p>Answers must be age appropriate.</p> <p>Do not accept sources of information (e.g. leaflets, internet)</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (b) (iii)	<p>Award one mark for correct identification and one mark for appropriate expansion, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Aerobic (1) because it burns calories (1) • Anaerobic (1) because it reduced body fat (1) <p>Accept specific aerobic exercises. Accept appropriate alternatives. Accept examples of anaerobic exercise.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1b (iv)	<p>Award one mark for correct identification and one mark for appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Time limitations (1) as going to college/work (1) • Current physical condition (1) difficulty to develop (1) • Unrealistic goals (1) not fit at all (1) • Motivation to change (1) struggles to do the exercises/stick to the diet (1) • Influence of partners and family (1) not buying/cooking healthy food (1) • Peer group pressure (1) wanting Amos to go out/not go to the gym (1) • Self-esteem levels (1) does not feel he can achieve the goal (1) • Financial barriers (1) cannot afford the gym membership/food (1) • Availability of negative lifestyle choices (1) choosing to go out with his friends (1) <p>Accept any appropriate answers.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
1c (i)	<p>Award one mark for each correct identification, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Lack of concentration (1) 	2

	<ul style="list-style-type: none"> • Missing lessons (1) • Reduction in learning (1) • Inability to think clearly/recall (1) <p>Accept any appropriate answers. Do not accept 'too tired' by itself or without an intellectual effect.</p> <p style="text-align: right;">2 x 1</p>	
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Question Number	Answer	Mark
1c (ii)	<p>Award one mark for a correct identification and one mark for a correct expansion, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Lose weight (1) because they exercise together (1) • Improve personal hygiene (1) as he knows housemates showering regularly (1) • Improved diet (1) as he has been cooking with housemates (1) • Increased risk of illness/disease (1) as he is encouraged to take part in risky behaviour (e.g. smoking, drinking, drug use, unprotected sex) (1) <p>Accept reverse arguments. Accept any appropriate answers.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1c (iii)	<p>Award one mark for the identification and one additional mark for the appropriate expansion, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Improved self-esteem (1) as making correct decisions (1) • Improved self-image (1) as physical appearance improved • Happier (1) by taking control of life (1) • Gained confidence (1) due to looking after himself (1) • Increased pride (1) being a positive role model (1) • Improved motivation (1) as he feels more successful (1) <p>Accept any appropriate answers.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1c (iv)	<p>Award one mark for the identification and one additional mark for the appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Make new friends (1) as he will meet new people (1) • Increased socialisation (1) as he spends time with his housemates (1) • Increased involvement in social activities (1) joining in with housemates' hobbies/activities (1) • Improve social skills (1) has to get on with others (1) <p>Accept any appropriate answers.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
2a (i)	<p>Award one mark for any of the following, up to a maximum of one mark:</p> <ul style="list-style-type: none"> • Lung cancer (1) • Bronchitis (1) • Coronary heart disease (1) • Emphysema (1) • Premature aging of the skin/wrinkles (1) • Tooth decay/gum disease (1) • Throat cancer (1) • Mouth cancer (1) <p>Accept any appropriate alternatives. Award marks for Chronic Obstructive Pulmonary Disease (COPD) if bronchitis and emphysema are not identified.</p> <p>Do not award marks for cancer on its own.</p> <p style="text-align: right;">3 x 1</p>	3

Question Number	Answer	Mark
2a (ii)	<p>Award one mark for the identification, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Loss of friends (1) could cause conflict (1) • Fewer invites to events (1) due to stigma of smoking (1) • Social isolation (1) not spending time together (1) 	4

	<ul style="list-style-type: none"> Julie may not wish to meet friends if she cannot smoke (1) many places have banned smoking (1) Increased pressure on existing friendships (1) as they may lead a healthy lifestyle (1) <p>Accept appropriate reverse arguments. Accept any appropriate answers.</p> <p style="text-align: right;">2 x 2</p>	
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Question Number	Answer	Mark
2b (i)	<p>Award one mark for each identification, and one additional mark for each appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> Chance of illness/disease (1) due to the bacteria and germs (1) Risk of accidents/falls (1) due to cramped living conditions (1) Poor personal hygiene (1) due to unclean facilities (1) Poor sleep (1) due to poor maintenance (1) <p>Accept any appropriate answers.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
2b (ii)	<p>Award one mark for each correct identification, up to a maximum of two marks.</p> <ul style="list-style-type: none"> Chlamydia (1) Gonorrhoea (1) HIV/Aids (1) Herpes (1) Syphilis (1) Genital warts (1) Pubic lice/Crabs (1) Trichomoniasis (1) HPV (1) <p>Accept any appropriate answers. Do not accept cervical cancer.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2b (iii)	<p>Award one mark for the identification and one additional mark for the appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> Celibacy (1) as he does not want to spread disease (1) 	2

	<ul style="list-style-type: none"> • Reduced sexual activity (1) due to pain during intercourse (1) • Difficult to maintain sexual relationships (1) due to lack of trust (1) • Difficult to develop sexual relationships (1) due to embarrassment (1) <p>Accept any appropriate answers.</p> <p style="text-align: right;">2 x 1</p>	
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Question Number	Answer	Mark
2c	<p>Award one mark for the identification and one additional mark for the appropriate expansion, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Happier (1) as will be more involved in his family (1) • Less tired (1) therefore more energy at work and home (1) • Less anxious (1) has he is able to plan his finances (1) • More motivated (1) to take part in exercising (1) • Raised self-esteem (1) as more successful (1) • Increased Social inclusion (1) more time to spend with friends (1) <p>Accept any appropriate answers.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Indicative content	Mark
2d	<p>Discuss the barriers that may prevent Aaron and his family from moving to a new house and the strategies that could help them overcome this.</p> <p>Responses may include the following.</p> <p>Barriers:</p> <ul style="list-style-type: none"> • Access to services • Stress • Family conflict • Self-esteem/self-image • Personal space • Education • Work commitments • Mental health • Worries about financial commitment • Family members/friends not supporting the move. <p>Strategies:</p> <ul style="list-style-type: none"> • Support of friends/family • Research new area • Research schools/FE colleges 	8

		<ul style="list-style-type: none"> • Discuss reasons with family • Make plans to visit friends/family regularly • Home improvements <p>Accept any other valid responses.</p>	
Level	Mark	Descriptor	
Level 0	0	No rewardable material.	
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited and superficial knowledge and understanding of the relevant factors/issues • Makes few relevant links between the issues/factors in the context and their knowledge and understanding • Provides an un-balanced consideration of the argument or considers only one side of the argument either positive or negative. 	
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of the relevant factors/issues • Makes relevant links between the issues/factors in the context and their knowledge and understanding • Provides a generally balanced consideration of both sides of the argument, positive and negative impacts are considered some of which are supported by relevant evidence. 	
Level 3	7-8	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of the relevant factors/issues • Makes effective links between the issues/factors in the context and their knowledge and understanding • Provides a fully balanced consideration of both sides of the argument, positive and negative impacts are fully supported by relevant evidence. 	



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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