

# Examiners' Report/ Lead Examiner Feedback

Jan 2016

NQF BTEC Level 1/Level 2 Firsts in  
Health and Social Care

Unit 9: Health Living (20952E)

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## **Introduction**

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

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	21	28	35	43

## **General Comments on Exam**

As in previous series, the paper differentiated well with learners scoring a wide range of grades from the questions. This generated a number of blank responses, it seemed that these were particularly concentrated in the long answer questions.

The external assessment process was judged to be straightforward. There were approximately 8,000 entries for this examination. Generally, learners were able to show an understanding of Healthy Living and investigate the factors that affect health and wellbeing and how they are interrelated.

## Question 1

1d (ii)

Targeted Specification Area: Learning Aims A.2, A.3, B.3

Learners were able to describe two ways a person could maintain personal hygiene.

Level 2 Pass example

(ii) Describe **two** ways an individual can maintain good personal hygiene. (4) Q01dii

1 By washing and showering regularly can maintain a good personal hygiene as it shows you can take care of yourself. Also lower risks of infection.

2 Also by wearing clean clothes and washing ~~hot~~ dirty clothes can ~~to~~ give a good maintain a good hygiene personal hygiene, And reduce body odour.

4 marks awarded

2a (ii)

Targeted Specification Area: Learning Aim B.1

Many learners did not describe the correlation between reduction of BMI and weight loss; therefore only identifying a changeable factor.

Level 2 Pass example:

(ii) Describe **one** way Rick could reduce his BMI result. (2) Q02aii

Rick could start having a balanced diet which would give him the nutrients he needs ~~to lose weight~~ and he will lose weight.

2 Marks awarded

2b (ii)  
& 2b  
(iii)

**Targeted Specification Area: Learning Aims A.2, A.3, B.1, B.2, B.3**

Learners incorrectly explained short term effects of excessive alcohol consumption; many gave long term effects such as liver disease or cessation of studies.

2b (ii) Level 2 merit example:

(ii) Explain **one** possible short-term effect of excessive alcohol consumption on Sammi's health and wellbeing. (2) 2 Q02bii

Impaired judgment, this leads to increased risk of injury and accidents e.g. falling down some stairs, banging into objects.

2 Marks awarded

2b (iii) Level 2 merit example:

(iii) Explain **one** possible long-term effect of excessive alcohol consumption on Sammi's health and wellbeing. (2) 2 Q2biii

Sammi could develop liver failure, which could result in premature death.

2 Marks awarded

2c (ii)  
2c (iii)

**Targeted Specification Area: Learning Aims A.2, A.3**

Many learners were unable to distinguish between the emotional and social effects of unsafe sexual practices.

**2c (ii)** Level 2 distinction example:

(ii) Describe **one** possible effect of unsafe sexual practices on an individual's emotional health and wellbeing. (22 Q02cii)

# a person gets and STI or unwanted pregnancy they could feel embarrassed and ~~or~~ ashamed <sup>which could lead to</sup> ~~or~~ ~~deletes~~ negative self image or developing low self esteem.

2 Marks awarded

**2c (iii)** Level 2 distinction example:

(iii) Describe **one** possible effect of unsafe sexual practices on an individual's social health and wellbeing. (22 Q2ciii)

If a person was to fall pregnant due to unsafe sex, they would be less likely to be able to have a social life as they would have a baby to take care of and would not have the time.

2 Marks awarded

2e (i)

Targeted Specification Area: Learning Aims A.4, B.1

Most learners were able to correctly describe the effect media could have on self-esteem.

Level 2 Pass example:

Bella is 15 years old.

(e) The media has a lot of influence on how adolescents see themselves.

(i) Describe **one** way the media may affect Bella's self-esteem. (2) 2 Q02ei

Negatively the media may reduce her self esteem as they could send signals and ideas about an ideal weight or look that they use their models for. If she is different she may feel that she is abnormal so her self esteem decreases as she feels ~~worthlessness~~ unworthy.

2 Mark awarded

2e (ii)

**Targeted Specification Area: Learning Aims A.4, B.1**

Many learners were unable to give complete answers that did not include effects of media.

Level 2 distinction example:

(ii) Explain **two** other influences, apart from the media, which may affect Bella's self-esteem. (4) Q02eii

1 Bella might be influenced by her ~~groups~~<sup>friends</sup> as they all influence her to look a certain way. Bella may develop a low self-esteem because she doesn't look the way her friends want her to look. She feels isolated as she is the only one who doesn't fit in.

2 Bella also may be influenced by her parents. As her parents encourage Bella everyday to feel good about herself. This will have a positive impact on Bella, as she is been given loving support from her family. Resulting in a positive self-esteem for Bella.

4 marks awarded

This long answer item was not well answered. The response should have been about the strategies and barriers of weight loss. Many answers gave just strategies and others were about the impact of weight loss on PIES.

Level 2 Pass example:

(f) Read the information about Mary in the box below.

Mary is 55 years old. She works full-time.

When she is not working, Mary enjoys cooking, especially baking cakes for family and friends.

Mary has always struggled with her weight. This has resulted in Mary having low self-esteem and feeling unwell. She has become obese and is feeling unhappy about this.

Mary knows she must lose weight but she is not feeling positive about going on a diet, as previous diets have not worked.

Discuss strategies that Mary could put in place to lose weight, and the potential barriers she may face.

(8) 3 Q02f

Mary could look at formal support for advice such as dietitians to discuss her options. She could get a gastric band to help her lose weight. But as she is obese at the moment Mary may have to try and lose some weight first before getting the gastric band put in place as it could cause more damage than good. If she doesn't lose weight or meet the weight restriction to get the gastric band put in place she will not be able to get it done. By putting Mary on a controlled diet telling her what she can eat and how much she could have the chance to meet her weight requirements. Also getting Mary a personal trainer could also help her lose weight and keep her doing a

regular exercise. Mary ~~is~~ has not been to  
happy with diets before and might not stick  
to the <sup>controlled</sup> diet planned for her, which  
can decrease the amount of weight lost  
So by getting a dietitian to plan  
her meals could convince her it  
will work

3 marks awarded

Level 2 Distinction example:

(f) Read the information about Mary in the box below.

Mary is 55 years old. She works full-time.

When she is not working, Mary enjoys cooking, especially baking cakes for family and friends.

Mary has always struggled with her weight. This has resulted in Mary having low self-esteem and feeling unwell. She has become obese and is feeling unhappy about this.

Mary knows she must lose weight but she is not feeling positive about going on a diet, as previous diets have not worked.

Discuss strategies that Mary could put in place to lose weight, and the potential barriers she may face.

(8) 7 Q02f

Mary could lose weight by eating healthy meals and exercising more. The potential barrier to this could be that as she works full time, she might not have time to prepare healthy meals or even join the gym. Mary could set herself a diet plan and try to follow it. The potential barrier to this could be that it might not be realistic and measurable. Mary could also go for walks and jogs with family. The potential barrier to this could be that her family and friends might be too busy at work and Mary could also suffer from genetic disorders so she can't actually do a particular exercise. Mary could just start exercising at home as when she gets back from work and she would also have some time. The potential barrier to this could be

that she might not have enough resources to do a certain activity. Mary could hire a personal trainer which could help her and come to her house when she prefers. The potential barrier to this could be that she might not be able to financially afford a personal trainer and that can have a big affect on her health and wellbeing. Mary could also join different clubs where they do exercise or even teach you how to cook healthy meals. The potential barrier to this could be that there's not enough motivation. Mary could also seek formal help such as counselling. The barrier to this could be that she can't afford a counsellor and she ends up taking advice from informal people such as friends and family. This could be a barrier because they would give wrong advice and information which could be a risk to health.

Overall the easiest and more useful thing for Mary would be to start to eat healthy as she is at work just eat less food and more food which keeps your energy up. Exercise more and always keep positive.

Total for Question 2 = 32 marks

29

TOTAL FOR PAPER = 50 MARKS

7 marks awarded

## **Summary**

Based on their performance of this paper, learners should:

- Ensure they read the questions carefully and only answer what is required
- Ensure they are familiar with what is required from the command words
- Familiarise themselves with the indicative content of the unit in its entirety
- Distinguish between emotional and social effects
- Request additional sheets if answers need more than the allocated space
- Cross out mistakes and request additional sheets if they cannot fit the correct answer in the allocated space
- Answer the question only in relation to the scenario given
- Ensure a balanced answer is given when the question requires strategies and barriers