

Examiners' Report/ Lead Examiner Feedback

June 2016

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

Unit 9: Healthy 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	16	24	32	40

General Comments on Exam

As in previous series, the paper differentiated well with learners scoring a wide range of grades from the questions. Some questions 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 3,200 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

1b (ii)

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

Learners were able to describe two benefits of having a balanced diet

Level 1 Pass example :

(ii) Give **two** benefits of having a balanced diet.

(2) 2

1 Having a balanced diet help people prevent some diseases and also obesity.

2 A balanced diet help and individual to have energy and not to be fatigue, it also helps in having high concentration levels.

2 marks awarded

1c

Targeted Specification Area: Learning Aim A.3.9.1

Many learners answered this question with 'STD'; therefore it is reasonable to assume they could not make the link that a sexually transmitted disease is the same as a sexually transmitted infection.

Level 2 Pass example:

(c) Identify **two** sexually transmitted infections associated with unsafe sexual practices.

(2)

1 STD

2 STI

0 marks awarded

Some learners gave HIV and AIDS as two separate answers; this could only be awarded 1 mark.

(c) Identify **two** sexually transmitted infections associated with unsafe sexual practices.

- 1 You could catch HIV with unsafe sexual practices. (2)1
- 2 Also you could catch aids with having unsafe sexual practices.

2a (i)

Targeted Specification Area: Learning Aims A.3.6.2

Learners incorrectly answered 'stress' as an emotional effect. This was not rewardable as a learner studying Health & Social Care should be aware that stress is a physiological response.

2a (i) Level 2 merit example:

2 (a) Richard is an alcoholic.

(i) Explain **one** possible effect on Ben's emotional health and wellbeing due to his dad's alcoholism.

Bens dad may be aggressive towards him when he has had too much to drink. this will cause ben to have a low self-esteem and negativ self-image. (2) 2

2 marks awarded

2b(i)

Targeted Specification Area: Learning Aims A.3.1

Many learners were unable to correctly identify the reason a person was obese – answers should have included, overeating; unbalanced diet; lack of exercise. Many answered with psychological reasons relating to the scenario.

(b) Sarah's Body Mass Index (BMI) is 24 and this means she is obese.

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

Because her mum and dad split⁽¹⁰⁾
up.

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

Because she has recently⁽¹⁰⁾
been divorced. ~~she~~

0 marks awarded

2e (i)

Targeted Specification Area: Learning Aims B.3

Many learners gave the answers of 'peer pressure' and 'friends'; unable to realise this was a repeated answer. It is reasonable to assume many have learned the terminology of peer pressure; however, did not understand its meaning.

Scott, Sue and Richard's son, plays guitar in a band. The band plays in venues where recreational drugs are used.

(e) (i) State **two** factors that may influence Scott to use recreational drugs.

(2)1

1. His band mates doing
them
2. being peer-pressured

2f

Targeted Specification Area: Learning Aims B.1 –B.3

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

Level 2 Pass example:

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

Mae has to balance her sixth form studies, part-time work and busy social life.

Her parents' divorce has made her unhappy and worried. She has started smoking additional cigarettes and is getting worried about this. Mae has decided she would like to stop.

Discuss strategies Mae could use to help her stop smoking and the potential barriers she may face.

(8) 2

If Mae is to stop smoking she should try herself to stop, but she could be tempted to carry on if she is addicted to them. Mae could get some formal help as to go to the doctors and get their help. If she is still worried about it all after stopping she could go and start support groups or even going to see a counsellor.

2 marks awarded

Level 2 Distinction example:

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

Mae has to balance her sixth form studies, part-time work and busy social life.

Her parents' divorce has made her unhappy and worried. She has started smoking additional cigarettes and is getting worried about this. Mae has decided she would like to stop.

Discuss strategies Mae could use to help her stop smoking and the potential barriers she may face.

(8) 6

Mae is under quite some stress at the moment so she may find it harder to give up than originally thought. Mae could talk to her parents and explain to them how she feels and how the divorce is making her feel. This may alleviate some of the tension and worry built up inside which could help her to quit smoking. The stress may also be getting worse because of her trying to balance too much. Mae could seek formal support, such as a GP or counsellor, in order to influence her decision to quit smoking. The professional could be able to give advice, information and support to Mae on her choice to try and give up smoking. Mae could confide in some of the friends she has, in regards to her having a busy social life, and see what their opinion is on the matter. However, this can go in two ways. Mae's friends may be a positive influence or negative. If Mae's friends are negative and enjoy smoking they may influence Mae to continue smoking.



in order to fit in their group. This could affect Mae's decision to quit. Although, if Mae's friends are positive role models and don't smoke they may influence Mae's decision to quit smoking positively. ~~Stopping~~ Mae used to smoke less before her emotional struggles. Quitting can be difficult and can have adverse effects on that individual. Mae could try cutting back down to the amount of cigarettes she smoked previous to starting to smoke more. This will help her slowly bring herself off of them in the most healthy way possible. This method paired with treatments off of a GP can aid Mae ~~to~~ in quitting. However, she may find this difficult because of her stress and anxiety levels.

6 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
- They familiarise themselves with the indicative content of the unit in its entirety
- Recognise the difference between anxiety/worry/concern and the physiological response; stress
- Answer the question only in relation to the scenario given
- Ensure a balanced answer is given when the question requires strategies and barriers