



Examiners' Report/ Lead Examiner Feedback

Summer 2017

NQF BTEC Level 1/Level 2 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. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. 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 should be 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 test we set asks 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 test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link: qualifications.pearson.com/gradeboundaries

Unit 9: Healthy Living (20952E)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	23	31	39

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.

Introduction to the Overall Performance of the Unit

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 short answer questions.

The external assessment process was judged to be straightforward. There were approximately 4,600 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.

Individual Questions

Q1a(ii)

Most learners were able to state 2 other food groups.

1a(ii). Other than protein, state two **food** groups required for a balanced diet.

This response received 2 marks

(ii) Other than protein, state **two** food groups required for a balanced diet.

2 Q01aii
(2)

- 1 carbohydrates
- 2 vitamins and minerals

This response received 0 marks

However, some learners gave examples of the food that contains the food group such as fruit, vegetables, fish etc.

(ii) Other than protein, state **two** food groups required for a balanced diet.

0 Q01aii
(2)

- 1 Fish
- 2 Pasta

Q1c(i)

There many generic answers such as 'will get ill', 'will catch disease' that could not be given any marks. There were also a lot of answers stating how someone could become obese such as 'lack of exercise' and 'poor diet'. Again these responses could not receive any marks. Some learners put emotional or social effects.

1c(i). Identify two possible effects of obesity on Julie's physical health.

This response received 0 marks

Julie has a BMI of 32 and is classed as obese.

(c) (i) Identify **two** possible effects of obesity on Julie's physical health.

0 Q01ci
(2)

- 1 low self esteem
- 2 increase risk of diseases

This response received 2 marks

Learners are given marks for 'diabetes' but must mention type II diabetes as this is caused by obesity.

"1. Type 2 diabetes- get it.

2. Could get cardiovascular heart disease."

Q1c(ii)

In most cases learners were able to gain at least two marks for this question. A few learners struggled to find an appropriate extension for the emotional effect.

1c(ii). Describe **one** emotional and **one** social benefit of giving up smoking for Julie's health and wellbeing.

This response received 4 marks

This response gave the identification of the effect with appropriate extensions; therefore, was able to gain 4 marks.

“Emotional

She may feel a lot happier as her self-image may be more positive as she has stopped smoking so her physical appearance will be better and she'll have more confidence within herself as she has beaten an addiction.

Social

She may start to socialize more and meet new people as she will not smell of smoke so people will want to meet her. If she goes to support group to make sure she doesn't get addicted again she will meet new people there.”

Q1c(iii)

Many answers related to emotional and intellectual effects such as 'depression'; lack of concentration'; 'mood swings' and effect on social and emotional relationships.

1c(iii). Identify **two** possible effects of irregular sleeping patterns on Julie's physical health and wellbeing.

This response received 0 marks

"1. She will have less concentration.

2. She may not be taking care of herself."

Q1d(i)

In most cases this question was answered very well. Some learners answered 'condoms' despite the question asking for forms of contraception other than condoms. Some learners stated that 'the morning after' or 'emergency contraception' but this response could not be provided with any marks as it is not seen as an appropriate form of contraceptive.

1d(i). State **two** forms of contraception that Jodie and Adam could use to help prevent pregnancy, other than male/female condoms.

This was awarded 0 marks

"1. Jodie and Adam can use condoms.

2. They can use family plan."

This response received 2 marks

"1. Contraceptive pills.

2. Withdrawal method."

Q1e(i)

There were a number of learners who mixed up answers for 1e(i) and 1e(ii) which lead them to answer negative effects on intellectual wellbeing and positive effects on emotional wellbeing rather than the other way around.

1e(i). Explain **two** positive effects that Edward's lifestyle can have on his intellectual health and wellbeing.

This response received 0 marks

"1. If he is drinking every evening, he may have a hangover the next day which might make him not want to do the work.

2. Motivation- all he may be focused on is consuming alcohol and this may disturb his motivation to complete his work and achieve good grades."

This response received 4 marks

(ii) Explain **two** negative effects that Edward's lifestyle can have on his emotional health and wellbeing. 4 Q01e

(4)

1. The negative effects on Edward's emotional health/wellbeing would be that he drinks every night which is bad for the body and could cause depression, anxiety etc which is not good for his development at university.

2. Because he lives away from home he could be emotionally upset / missing his family which may make him down. Drinking may knock his self-confidence and self-esteem.

Q2b(i)

Many learners identified sources of support such as doctors, dietitians and personal trainers; rather than the type of support.

2b(i). Identify **two** forms of support that Heng can expect from joining the club.

This response received 0 marks

"1. Informal: he will make friends and they will push him.

2. Formal: The people in charge of the club are trained professionals."

This response received 2 marks

"1. Advice.

2. People listening."

Q2b(ii)

Many learners included 'poor diet', 'junk food' and unbalanced diet. The question asked for another life style choice other than diet that could increase weight. Therefore the answers could only be 'lack of exercise' and 'excessive alcohol intake'.

2b(ii). Identify **one** other lifestyle choice that could contribute to Heng being overweight.

This response received 0 marks

This could not be awarded any marks as the question required the answer to other than poor diet

"Eating fatty/sugary foods."

This response received one mark

(ii) Identify **one** other lifestyle choice that could contribute to Heng being overweight.

1 Q02bii
(1)

Not exercising regularly.

Q2c

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

2c. Discuss the strategies that could help Veronica and the barriers that may prevent her stopping drinking.

This response received 2 marks

"A strategy that Veronica could use is alcohol awareness groups, she could stay there and discuss her problems with people who are going through the same. A barrier could be that there might not be a group local which would mean she would have to travel, which might not be possible in her condition.

Another strategy would be to find a hobby such as swimming, tennis etc. This would help take her mind off things and refrain her from drinking. A barrier would be her condition. She could be unable to perform certain tasks in the sport which could annoy her causing her to drink more, she may feel helpless.

Another strategy would be to attempt to stop drinking altogether. A barrier would be that due to her drinking so much for so long her body may shut down because she may need alcohol to keep her body going.

Another strategy would be to tell her other family and friends about her problem but this could result in her family disowning her in a worst case scenario. This would make her become worse which is a potential barrier."

This response received 6 marks

"If Veronica hasn't had any counselling for the impact her brother's death has had on her she should go and see a counsellor about that but also discuss why she turned to drinking and how she felt it helped her or how it didn't help her and get to the cause of her drinking. She could also go to a group about the problems she has and know that she isn't alone with having a drinking problem. She could also go and see a doctor and the doctor could suggest the best treatment including rehab if they feel she would benefit from it. She could also speak to family and friends about what she has been going through and ask some of family how they have coped with the death of her brother and take suggestions from them as long as they haven't turned to drinking. Veronica could face many different barriers that could prevent her getting help because even though she has liver disease that might not be enough to motivate her to stop drinking. One of the potential barriers is she has been drinking heavily for the past six years so it has become a way of life for her and she could be reluctant to change the way she has been drinking because it's what she has grown compatible doing. Veronica may not want to go to counselling because she doesn't want to talk about what happened to her brother and how it affected her because the memories are painful. She may not want to go to a group for help because it's too embarrassing for her even though she knows there are people there doing through the same problem with drinking. She also might not want to go to the doctors because the idea of rehab could scare her and she doesn't want to commit to something like that. She might not talk to family or friends because she doesn't want them to know how much it may have impacted on every aspect of her life and also she might not want to ask her family how they have coped because they have coped better and then she looks like she hasn't coped at all or she may just want to try and get better by herself if she feels she is strong enough to do so."

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
- Answer the question only in relation to the scenario given
- Ensure a balanced answer is given when the question requires strategies and barriers