



Mark Scheme

Summer 2015

NQF BTEC Level 2 in Health and Social  
Care

Unit 9 Healthy Living

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. 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 some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Accept phonetic spellings.

Question Number	Answer	Mark
<b>1 (a)</b>	A (Increased energy) C (Improved fitness) <b>2 x 1</b>	<b>(2)</b>

Question Number	Answer	Mark
<b>1 (b)</b>	Award one mark for stating a correct effect of regular exercise on a person's emotional health.  Any one from: <ul style="list-style-type: none"> <li>• Make you feel happy (1)</li> <li>• Feelings of high self-esteem (1)</li> <li>• Feeling good about yourself (1)</li> <li>• Positive self-concept (1)</li> <li>• Reduced stress levels (1)</li> <li>• Positive self-image (1)</li> </ul> Accept any appropriate alternatives. <b>1 x 1</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (a)</b>	B (Bran) <b>1 x 1</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (b)</b>	Award one mark for the correct identification of each health risk associated with a diet lacking in fibre, up to a maximum of two marks.  Any two from: <ul style="list-style-type: none"> <li>• Constipation (1)</li> <li>• Cancer (especially cancer of colon) (1)</li> <li>• Irritable bowel syndrome (1)</li> <li>• Diverticulitis (1)</li> </ul> Accept bowel disease <b>2 x 1</b>	<b>(2)</b>

Question Number	Answer	Mark
<b>3</b>	<p>Award one mark for the correct identification of each negative effect smoking has on a person's health, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Cough (1)</li> <li>• Emphysema (1)</li> <li>• Bronchitis (1)</li> <li>• Cancer (1)</li> <li>• Cardiovascular disease (1)</li> <li>• Chronic obstructive pulmonary disease (COPD) (1)</li> <li>• Respiratory disease (1)</li> <li>• Addiction (1)</li> <li>• Increased blood pressure (1)</li> <li>• Increased risk of colds (1)</li> <li>• Breathlessness/reduced stamina (1)</li> </ul> <p>Accept any appropriate alternatives. Credit correctly named different types of cancer eg. lung cancer, cervical cancer, oesophageal cancer</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>4 (a)</b>	<p>C (Better performance at work) E (Improved concentration levels)</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>4 (b)</b>	<p>Award one mark for the correct identification of each <b>factor</b> that can have a positive effect on sleep patterns, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Healthy diet (1)</li> <li>• Regular bedtime routine (1)</li> <li>• Low stress level (1)</li> <li>• Good health (1)</li> <li>• Environment (1)</li> <li>• Physical activity (1)</li> <li>• Good work/family balance (1)</li> </ul> <p>Accept any appropriate alternatives. Do <b>not</b> award marks for the <i>consequences</i> of a positive sleep pattern eg. improved concentration</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark				
<b>5 (a)</b>	<p>Award one mark for identification and a further one mark for correct <b>linked</b> description of how having breakfast will benefit Joe's intellectual wellbeing.</p> <table border="1"> <thead> <tr> <th>Identification</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Increased energy level/sugar levels</li> <li>• Correct nutrients</li> <li>• Hydrated</li> <li>• Sated appetite</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Improved concentration</li> <li>• Clearer thinking</li> <li>• Ability to learn</li> <li>• Not distracted by hunger</li> </ul> </td> </tr> </tbody> </table> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p>	Identification	Description	<ul style="list-style-type: none"> <li>• Increased energy level/sugar levels</li> <li>• Correct nutrients</li> <li>• Hydrated</li> <li>• Sated appetite</li> </ul>	<ul style="list-style-type: none"> <li>• Improved concentration</li> <li>• Clearer thinking</li> <li>• Ability to learn</li> <li>• Not distracted by hunger</li> </ul>	<b>(2)</b>
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Question Number	Answer	Mark
<b>5 (b)</b>	<p>Award one mark for a brief description and a further one mark for correct justification/elaboration of how peer group pressure could influence Joe's decisions about school breakfast.</p> <ul style="list-style-type: none"> <li>• Joe may decide to not have breakfast (1) because he wants to fit in with his friends (1)</li> <li>• Joe may decide to have breakfast with his friends (1) because he does not want to be different (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>6 (a)</b>	<p>Award one mark for the correct identification of a lifestyle choice that could increase the risk of developing type 2 diabetes.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Poor/unhealthy diet</li> <li>• Inadequate physical activity</li> </ul> <p>Accept any appropriate alternatives Do <b>not</b> accept being overweight/obese</p> <p style="text-align: right;"><b>1 x 1</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>6 (b)</b>	<p>Award one mark for correct identification of a source of formal support.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Doctor/GP (1)</li> <li>• Health specialist (1)</li> <li>• Practice / Specialist Diabetic Nurse (1)</li> <li>• Pharmacist (1)</li> <li>• Support groups (1)</li> </ul> <p>Award one mark for correct identification of a source of informal support.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Family (1)</li> <li>• Friends (1)</li> <li>• Partner/spouse (1)</li> <li>• Work colleagues (1)</li> </ul> <p>Accept any appropriate alternatives. Do not credit responses that are about sources of information eg. websites, magazines</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7</b>	<p>Award one mark for correct <b>identification</b> of each way anyone involved could stop the spread of the sickness infection up to a maximum of two marks.</p> <p>Award one mark for each correct <b>linked</b> justification/elaboration up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Hand washing (1) removes micro-organisms (1)</li> <li>• Sterilising equipment (1) kills micro-organisms (1)</li> <li>• Surfaces should be kept clean (1) to prevent cross-infection (1)</li> <li>• Not sharing of cups or eating utensils (1) would reduce transmission of micro-organisms (1)</li> <li>• Isolate residents/quarantine (1) to reduce cross-infection (1)</li> <li>• Wear personal protective equipment (PPE) (1) to reduce cross-infection (1)</li> <li>• Use of sanitising gel (1) kills micro-organisms (1)</li> </ul> <p>Accept any appropriate alternatives Accept synonyms eg. germs, bacteria Do <b>not</b> accept offer treatment/antibiotics Do <b>not</b> credit marks for repetition of the stem eg. spread of infection</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>8 (a)</b>	<p>Award one mark for correct identification of a disease associated with excessive alcohol consumption.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Cirrhosis of Liver/liver disease (1)</li> <li>• Bowel/colon cancer (1)</li> <li>• Liver cancer (1)</li> <li>• Pancreatic cancer (1)</li> <li>• Stomach cancer (1)</li> <li>• Mouth (buccal) cancer (1)</li> <li>• Oesophageal cancer (1)</li> <li>• Throat cancer (1)</li> <li>• Cardiovascular disease (1)</li> <li>• Dementia (1)</li> <li>• Depression (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>1 x 1</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>8 (b)</b>	<p>Award one mark for each correct identification of a source of support that could provide advice on alcohol consumption for Mark, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Dietician (1)</li> <li>• Doctor/GP (1)</li> <li>• Practice / specialist nurse (1)</li> <li>• Counsellor (1)</li> <li>• Support group eg. AA (1)</li> <li>• Family/friends (1)</li> <li>• Going into 'rehab' (1)</li> </ul> <p>Accept any appropriate alternatives. Do <b>not</b> award for solely 'formal support' or 'informal support'</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>



Question Number	Answer	Mark				
<b>8 (c)</b>	<p>Award one mark for the correct <b>identification</b> of each risk to Mark's <b>emotional</b> health and wellbeing up to a maximum of two marks.</p> <p>Award one mark for each <b>linked</b> correct justification/elaboration up to a maximum of two marks.</p> <table border="1"> <thead> <tr> <th>Risks</th> <th>Justification/elaboration</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Loneliness</li> <li>• Low self-esteem</li> <li>• Poor self-image</li> <li>• Stressed</li> <li>• Angry</li> <li>• Mood swings</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Alcohol is a depressant</li> <li>• Addiction</li> <li>• Physical damage</li> <li>• Shame over behaviour</li> <li>• Damaged social relationships</li> <li>• Mental ill health eg. feeling depressed, feeling stressed</li> </ul> </td> </tr> </tbody> </table> <p>Do <b>not</b> award for social effects eg. aggression  Do <b>not</b> award for justification/elaboration that isn't linked to the identification of the emotional effect eg. solely mentioning liver failure  Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	Risks	Justification/elaboration	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Loneliness</li> <li>• Low self-esteem</li> <li>• Poor self-image</li> <li>• Stressed</li> <li>• Angry</li> <li>• Mood swings</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol is a depressant</li> <li>• Addiction</li> <li>• Physical damage</li> <li>• Shame over behaviour</li> <li>• Damaged social relationships</li> <li>• Mental ill health eg. feeling depressed, feeling stressed</li> </ul>	<b>(4)</b>
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Question Number	Answer	Mark
<b>9</b>	<p>Award one mark for the correct identification of a lifestyle choice that can have a negative effect on a person's intellectual health and wellbeing, up to a maximum of two marks.</p> <p>Award one mark for each correct <b>linked</b> justification/elaboration of the way that the two different lifestyle choices can have a negative effect on a person's intellectual health and wellbeing, up to a maximum of two marks.</p> <p>Answers must refer to <b>intellectual</b> health and wellbeing.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Poor diet (1) may affect development of the brain (1)</li> <li>• Using recreational drugs affects the brain (1) make thinking/reasoning/learning harder (1)</li> <li>• Poor sleep routine (1) leads to lack of concentration (1)</li> </ul> <p>Accept any appropriate alternatives.  Do <b>not</b> accept excessive alcohol consumption.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>10 (a)</b>	Body Mass Index	<b>1 x 1</b> <b>(1)</b>

Question Number	Answer	Mark
<b>10 (b)</b>	C (overweight)	<b>1 x 1</b> <b>(1)</b>

Question Number	Answer	Mark				
<b>10 (c)</b>	<p>Award one mark for the correct <b>identification</b> of each possible influence that may affect Louise’s ability to lose weight and one mark for each <b>linked</b> correct justification/elaboration - up to a maximum of three marks.</p> <p>Answers can refer to any area of health and wellbeing.</p> <table border="1" data-bbox="373 871 1331 1464"> <thead> <tr> <th>Identify influence</th> <th>Justification/elaboration</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Media</li> <li>• Time</li> <li>• Money</li> <li>• Genetics</li> <li>• Self-esteem</li> <li>• Mental health</li> <li>• Family/friends</li> <li>• Lifestyle choices/culture</li> <li>• Access to support</li> <li>• Education</li> <li>• Motherhood</li> <li>• Motivation</li> <li>• Lack of energy</li> <li>• Environment</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Poor quality nutrition</li> <li>• Self-image</li> <li>• Exercise levels</li> <li>• Basal metabolic rate</li> <li>• Motivation</li> <li>• Social pressure</li> <li>• Understanding of appropriate nutrition</li> <li>• Limited opportunities for cooking/exercise</li> </ul> </td> </tr> </tbody> </table> <p>Accept any appropriate alternatives. Accept reverse answers.</p> <p>Do <b>not</b> accept answers that consist of strategies rather than influences. Do not credit reasons for original weight gain.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b> <b>2 x 1</b></p>	Identify influence	Justification/elaboration	<ul style="list-style-type: none"> <li>• Media</li> <li>• Time</li> <li>• Money</li> <li>• Genetics</li> <li>• Self-esteem</li> <li>• Mental health</li> <li>• Family/friends</li> <li>• Lifestyle choices/culture</li> <li>• Access to support</li> <li>• Education</li> <li>• Motherhood</li> <li>• Motivation</li> <li>• Lack of energy</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Poor quality nutrition</li> <li>• Self-image</li> <li>• Exercise levels</li> <li>• Basal metabolic rate</li> <li>• Motivation</li> <li>• Social pressure</li> <li>• Understanding of appropriate nutrition</li> <li>• Limited opportunities for cooking/exercise</li> </ul>	<b>(6)</b>
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Question Number	<b>Indicative</b> content	
<b>11</b>	<p><b>Strategies for George to improve his work and health situation:</b></p> <ul style="list-style-type: none"> <li>• Seek work</li> <li>• Setting a realistic and achievable plan</li> <li>• Setting realistic goals – short term and long term</li> <li>• Seeking formal support/see GP for advice/practice nurse / Job Centre / DWP</li> <li>• Seeking informal support from family members and friends</li> <li>• Re-training / return to education</li> <li>• Complementary/alternative sleeping remedy or sleeping tablets from his GP</li> <li>• Re-assess family finances – prioritise</li> <li>• Relaxation / de-stressing techniques/</li> <li>• Exercise</li> <li>• Balanced diet</li> <li>• Participate in family activities</li> </ul> <p><b>Potential barriers to George improving his work and health situation:</b></p> <ul style="list-style-type: none"> <li>• Too unwell to seek work</li> <li>• Too embarrassed to seek support</li> <li>• The motivation to improve / if stuck in a rut</li> <li>• The influence of family / friends / professionals</li> <li>• May not set realistic targets</li> <li>• Potential financial constraints</li> <li>• Mental health issues</li> <li>• Four children to support may seem insurmountable</li> <li>• Lacking in up-to-date training for employment e.g. IT skills</li> <li>• Lack of potential job opportunities in the area</li> </ul> <p><b>Conclusion:</b> Conclusion for whether the strategies set for improving his work and health situation is realistic or not, with a justification/rationale.</p>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-3	Basic arguments on both sides identified, or only one side considered. The answer is likely to be in the form of a list of health, wellbeing and work situation taken from the case study. Points will be superficial / generic and not applied or directly linked to the situation of George. There is usually no conclusion. If a conclusion is attempted it will generally be a repeat of the answer already given.
<b>Level 2</b>	4-6	Arguments for and against are described but there will an unbalanced answer. Most points will be applied or directly linked to George's situation, but the link may not always be clear. A conclusion is present, but it may be implicit. There is little or a weak rationale for the conclusion.
<b>Level 3</b>	7-8	A balanced explanation of both sides of the argument. The majority of points made will be relevant to George's situation, applied and clearly linked. A conclusion is present which is justified and clearly linked to both sides of the argument.

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Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

