



Mark Scheme (Results)

Summer 2016 (June 16)

BTEC NG HSC
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.

Question Number	Answer	Mark
1 (a)(i)	<p>Award one mark for the correct identification of the effects of smoking tobacco on a person's health and well-being up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Premature aging of skin • Social exclusion (stigma/odour) • Loss of weight • Improved mood/stress reduction • Respiratory problems/COPD • Throat cancer • Mouth cancer • Lung cancer • Cardio-vascular disease • Dependence. <p>Accept any appropriate alternatives. All points must directly link to smoking.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1 (a)(ii)	<p>Award one mark for the correct identification of one source of informal support to help someone stop smoking tobacco.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • family • friends • work colleagues • partners <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
1 (b)(i)	<p>A (Potato) D (Bread)</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1 (b)(ii)	<p>Award one mark for the correct identification of the benefits of a balanced diet up to a maximum of two marks.</p> <ul style="list-style-type: none"> • reduces the likelihood of diet-related illnesses • maintain a healthy body weight/appropriate weight changes • An improved immune system • Increased energy levels <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1 (c)	<p>Award two marks for the correct identification of a sexually transmitted infection associated with unsafe sexual practices.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Chlamydia • Gonorrhoea • Syphilis • HIV/AIDS • Herpes • Pubic lice <p>Accept any appropriate alternatives. Do not accept cervical cancer.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1 (d)	<p>Award one mark for each correct identification of a positive effect of taking regular exercise on health and wellbeing in later adulthood up to a maximum of two marks.</p> <p>Award one mark for each correct description.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Improved energy levels (1) maintains effective body function (1) • Increase/maintain stamina (1) to maintain ability to do everyday tasks (1) • Improved strength (1) to maintain independence (1) • Improved flexibility (1) increases mobility (1) • Raised self -esteem (1) due to sense of achievement (1) • Improved cardio-vascular function (1) which maintains fitness (1) • Released endorphins (1) which increases feelings of happiness (1) 	(4)

	Accept any appropriate alternatives.	2 x 2	
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Question Number	Answer	Mark	
2 (a)(i)	<p>Award one mark for a correct identification of one effect of his dad's alcoholism on Ben's emotional health and wellbeing.</p> <p>Award one mark for the correct justification/explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Anger (1) due to feelings of helplessness (1) • Embarrassment (1) because of Richard's behaviour in public (1) • Scared (1) because of Richard's volatile behaviour (1) • Low self-esteem (1) because of the treatment from his peers (1) • Worry (1) because of the negative effects on Richard's health (1) • Depression (1) due to feeling different to his peers (1) <p>Accept any appropriate alternatives.</p>	2 x 1	(2)

Question Number	Answer	Mark	
2 (a)(ii)	<p>Award one mark for a correct identification of one effect of his dad's alcoholism on Ben's physical health and wellbeing.</p> <p>Award one mark for the correct justification/explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Ben may be malnourished (1) as money is spent on alcohol rather than food (1) • Ben may be physically unfit (1) as his dad may not encourage physical activity (1) • Ben may have poor hygiene (1) as Dad may not cope with domestic tasks /neglect(1) • Ben may be physically abused (1) due to Dad's possible aggression (1) • Ben may abuse alcohol (1) due to learned behaviour/predisposition (1) 		

	Accept any appropriate alternatives.	2 x 1	(2)
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Question Number	Answer	Mark
2 (a)(iii)	<p>Award one mark for each correct identification of a source of formal support, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Doctor/GP (1) • Practice nurse (1) • Health specialist (1) • Counsellor (1) • Teacher (1) • Social worker/family support worker (1) • Specialised help line (1) • Support group (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2 (b)(i)	<p>Award one mark for the correct identification of one reason why Sarah is obese.</p> <ul style="list-style-type: none"> • Poor diet (1) • Overeating (1) • Lack of exercise (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
2 (b)(ii)	<p>Award one mark for the correct identification of things that Sarah could do to improve her BMI.</p> <p>Award a further mark for a correct justification/explanation.</p> <ul style="list-style-type: none"> • Improve diet/Increase exercise (1) to reduce weight (1) <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2 (b)(iii)	<p>Award one mark for the correct identification of one barrier Sarah might face in improving her BMI.</p> <p>Award one mark for the correct justification/explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Lack of motivation/stamina (1) so doesn't exercise regularly (1) • Lack of knowledge (1) so doesn't eat an appropriate diet (1) • Lack of access to support (1) that would help her make changes to diet (1) • Financial barriers (1) which prevents her family buying healthy food (1) • Low self-esteem (1) so she finds it difficult to change (1) • Peer-pressure (1) so she wants to eat the same things (1) • Media (1) which makes unhealthy food more attractive (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2 (c)(i)	<p>Award one mark for the correct identification of each way being a manager could affect Sue's emotional well-being up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Improved self-esteem • Increased confidence • Happier/content • Improved self-image • Increased self-worth/value • Increased anxiety <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2 (c)(ii)	<p>Award one mark for the correct identification of each way in which promotion at work could improve her intellectual wellbeing.</p> <p>Award one mark for each correct justification/explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Needs to learn new things (1) as she has new responsibilities (1) • Will need to develop new skills (1) to organise her team (1) • Sue will need to problem-solve (1) this will improve her decision-making (1) • Sue may be sent on training courses (1) therefore developing her communication skills (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(c) (iii)	<p>Award one mark for the correct identification of each way that Sue's new work environment could negatively affect her social wellbeing.</p> <p>Award one mark for each correct justification/explanation.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • She has less time to socialise (1) as she could be working longer hours (1) • She has a different role (1) relationships with former work colleagues may change (1) • Social isolation (1) due to not knowing colleagues yet (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
2 (d)	<p>Award one mark for the correct identification of each way Sue's promotion at work could negatively influence eight year-old Sarah's health and wellbeing.</p> <p>Award one mark for each correct justification/explanation.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Emotional upset (1) due to her mother's fatigue/stress (1) • Poor diet (1) as Sue might have less time to prepare food (1) • Low self-esteem (1) due to neglect (1) • Lower educational achievement (1) as mum can't help with school work (1) • Lack of socialising opportunities (1) as mum isn't there to take her out (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
2(e) (i)	<p>Award one mark for a correct identification of one influence on Scott to use recreational drugs up to a maximum of two marks.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Peer pressure/ influenced • Accessibility of drugs • Curious about new things • Money to spare • Family circumstances • Negative role models/rock music culture • Media <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(e) (ii)	<p>Award two marks for the correct identification of each ways the use of recreational drugs could affect Scott's success at university.</p> <p>Award two marks for each correct justification/explanation.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Effects on physical health (1) may limit his attendance (1) • Drugs may affect brain function (1) could limit ability to achieve grades (1) 	

	<ul style="list-style-type: none">• Mental health issues (1) therefore cannot function effectively (1)• Loss of motivation (1) affect completion of studies (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	(4)
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Question Number	Indicative content	
2(f)	<p>Strategies to stop smoking:</p> <ul style="list-style-type: none"> • Setting a realistic and achievable plan • Setting realistic goals – short-term and long-term • Seeking formal support/see GP for advice/practice nurse/support groups/counsellor • Seeking informal support from family members and friends • Relaxation / de-stressing techniques • Support strategy e.g. avoidance, nicotine replacement, acupuncture • Rewards <p>Potential barriers to stopping smoking:</p> <ul style="list-style-type: none"> • Lack of motivation/self-confidence • Peer pressure • Self-esteem may be low • May not set realistic targets • Lack of access to support • Worried about putting on weight • She has an addiction <p>Conclusion: Conclusion about whether the strategies set for stopping smoking are realistic with a justification/rationale.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	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 and wellbeing taken from the case study. Points will be superficial / generic and not applied or directly linked to the situation of Mae. There is usually no conclusion. If a conclusion is attempted it will generally be a repeat of the answer already given.
Level 2	4-6	Arguments for and against are described but there will an unbalanced answer. Most points will be applied or directly linked to Mae'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.
Level 3	7-8	A balanced discussion of both sides for and against. The majority of points made will be relevant to Mae's situation, applied and clearly linked. A conclusion is present which is justified and clearly linked to the argument.

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