



Examiners' Report/ Lead Examiner Feedback

June 2014

BTEC Level 1/Level 2 First in Health
and Social Care

Unit 9: Healthy Living
(20952E)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2014

Publications Code BF038204

All the material in this publication is copyright

© Pearson Education Ltd 2014

1. LEAD EXAMINER'S REPORT

General Comments

The external assessment process was judged to be straightforward. There were 1720 entries for this examination.

Generally, learners showed an understanding of healthy living, the factors that contribute to healthy and unhealthy lifestyles, their effects on health and wellbeing and how to explore ways of improving health and wellbeing.

There were a number of questions that were misinterpreted or misread by the learners and it was evident that some centres did not cover all parts of the specification.

It was clearly evident that many learners struggled to present their answers as descriptions, explanations or a discussion. While a number of questions only required the learners to either identify or give their answers, learners who were not able to then describe, explain or discuss where required, limited the marks they were able to be awarded as a number of questions required this skill for higher marks.

This summer 2014 examination is the first for Unit 9 within the new BTEC First in Health and Social Care and it is pleasing to report that the paper performed across the grade boundaries as expected.

Individual Questions

Question 1

1(b)

Targeted Specification Area: Learning Aims A1 & A3

This question was incorrectly answered by many learners. Instead of correctly identifying factors which can have a negative effect on sleep patterns, they identified effects of poor sleep patterns which had been the focus of Q1a.

0 marks awarded

(b) Identify two factors which can have a negative effect on sleep patterns. (2)
1. You will have no energy to physically do anything that you are meant to do. 0 mark
2. You would not feel up to seeing anyone as your to friend. So your social life will go down. 0 mark

2 marks awarded

(b) Identify two factors which can have a negative effect on sleep patterns. (2)
1. Work can affect if you work shifts.
2. babies can if newborn they wake up for their feed.

Question 2

2(b)

Targeted Specification Area: Learning Aims A1 & A3

This question required learners to simply give one short-term effect of smoking on a person's physical health. Many learners incorrectly gave a long-term effect of smoking instead eg. lung cancer, rather than a short-term effect.

0 marks awarded

(b) Give one short-term effect of smoking on a person's physical health. (1)
you can get seriously ill and can get lung cancer by smoking.

1 mark awarded

(b) Give one short-term effect of smoking on a person's physical health. (1)
Feeling breathless when exercising

Question 3

Targeted Specification Area: Learning Aims A1 & A3

This question required the learners to simply give two effects of poor personal hygiene on a person's health and wellbeing. Learners often got one out of the two correct rather than two effects correct and/or they gave examples of what poor personal hygiene is.

1 mark awarded

<p>3 Personal hygiene is an important part of a healthy lifestyle. Give two effects of poor personal hygiene on a person's 'health and wellbeing'.</p> <p>1 poor hygiene may lead someone to have skin infections.</p> <p>2</p> <p>(Total for Question 3 = 2 marks)</p>
--

2 marks awarded

<p>3 Personal hygiene is an important part of a healthy lifestyle. Give two effects of poor personal hygiene on a person's 'health and wellbeing'.</p> <p>1 More likely to get a disease or illness.</p> <p>2 Unable to keep friendships and sexual relationships.</p> <p>(Total for Question 3 = 2 marks)</p>

Question 4

Targeted Specification Area: Learning Aims A1 & A3

Learners were required to simply give two physical benefits of having a regular exercise routine. Learners often incorrectly gave an emotional benefit or a social benefit, rather than a physical benefit.

1 mark awarded

<p>4 Regular exercise is an important part of a healthy lifestyle. Give two physical benefits of having a regular exercise routine.</p> <p>1 Staying fit and</p> <p>2 Positive Self image</p> <p>(Total for Question 4 = 2 marks)</p>

2 marks awarded

<p>4 Regular exercise is an important part of a healthy lifestyle. Give two physical benefits of having a regular exercise routine.</p> <p>1 Increases energy levels.</p> <p>2 Keeps the body fit and healthy.</p> <p>(Total for Question 4 = 2 marks)</p>

Question 5

5 (a)

Targeted Specification Area: Learning Aims A3 & A4

This is the first question on the examination paper requiring the learners to 'describe' rather than to 'give' or 'identify' as in earlier questions. Learners were required to initially identify how excessive alcohol consumption can lead to having an accident; this part was often completed well by learners. The further mark available was for the correct description/elaboration of their initial point; this was often not completed well, if at all.

1 mark awarded

<p>5 Jayne has a busy social life and enjoys going to wine bars with her friends. She regularly drinks in excess of the recommended weekly intake limit for a woman.</p> <p>(a) Describe one way in which excessive alcohol intake can lead to having an accident.</p> <p style="text-align: right;">(2)</p> <p>you will be too drunk which means you will lack concentration. You will also not be stable enough to do as you will lose balance while standing.</p>
--

2 marks awarded

<p>5 Jayne has a busy social life and enjoys going to wine bars with her friends. She regularly drinks in excess of the recommended weekly intake limit for a woman.</p> <p>(a) Describe one way in which excessive alcohol intake can lead to having an accident.</p> <p style="text-align: right;">(2)</p> <p>Alcohol interacts with the brain so reactions slow down so the person will not have time to think causing an accident to happen.</p>

5 (b)

Targeted Specification Area: Learning Aims A3 & A4

This question performed similarly to Q5a as learners tended to correctly identify what Jayne's family could do to help Jayne reduce her alcohol intake. However, many learners then found it difficult to correctly describe the support that could be given to Jayne for the second mark. Many learners only identified and did not attempt to describe; or, they identified two ways Jayne's family could help her reduce her alcohol intake with no description.

1 mark awarded

(b) Describe what Jayne's family could do to help Jayne reduce her alcohol intake. (2)
her family could tell her what she could be doing to her body by drinking to much.

2 marks awarded

Jayne's family are worried about her drinking habits and are trying to help her to reduce her alcohol intake.
(b) Describe what Jayne's family could do to help Jayne reduce her alcohol intake. (2)
Jayne's family could seek formal support from a social worker or doctor. this will give both her family and herself methods of cutting down the amount of alcohol.

Question 6

6 (b)

Targeted Specification Area: Learning Aim A3

Learners were often not able to identify a limitation of only using BMI rating as a way of measuring physical health and wellbeing and, because of this, they were then unable to correctly describe this limitation for the full 2 marks. Many learners just identified what BMI means (that it is a calculation using height and weight).

1 mark awarded

(b) Describe one limitation of only using BMI rating as a way of measuring physical 'health and wellbeing'. (2)
Just using BMI isn't good as it might not be correct all the time.

2 marks awarded

(b) Describe one limitation of only using BMI rating as a way of measuring physical 'health and wellbeing'. (2)
BMI Only takes into account a persons height and weight, it doesn't separate muscle weight and fat weight, this means that someone who is a body builder or has alot of muscular weight could be wrongly put into the obese rating group although they may have very little fat.
(Total for Question 6 = 3 marks)

Question 7

7 (a)

Targeted Specification Area: Learning Aim B2

This question required learners to simply give one source of formal support and one source of informal support that Guy could use for advice on diet and nutrition. Many learners gave the expected answers of 'GP' for formal support and 'Family' for informal support. If learners were giving 'Weightwatchers' as an answer, they often incorrectly identified this support as informal rather than formal and if learners were giving 'personal trainer' as an answer they often incorrectly identified this support as informal rather than formal. A number of learners incorrectly got formal support and informal support mixed up and confused and achieved no marks.

1 mark awarded

(a) Give one source of formal support and one source of informal support Guy could use for advice on diet and nutrition. (2)
Formal support * He should go talk to one of the fitness trainers so they could tell him what he should/shouldn't eat.
Informal support * He should exercise more. Go for a run or go to the gym.

2 marks awarded

7 Guy is a 17-year-old college student who is overweight and would like some advice on diet and nutrition.
(a) Give one source of formal support and one source of informal support Guy could use for advice on diet and nutrition. (2)
Formal support A doctor.
Informal support His family.

7(b)

Targeted Specification Area: Learning Aims A1, A2 & A3

This is the first question on the examination paper requiring the learners to 'explain.' Learners were required to explain two possible effects of being overweight on Guy's emotional health and wellbeing. Many learners were able to give a comprehensive explanation of one possible effect but not two possible effects. Often the second possible effect was a repeat of the first effect but re-worded. Many learners also incorrectly explained one or two possible effects of being overweight on another area of Guy's health and wellbeing and not his emotional health and wellbeing eg. physical health. A significant number of learners correctly identified two possible effects but were then unable to develop these any further into explanations.

2 marks awarded

<p>(b) Explain two possible effects of being overweight on Guy's emotional health and wellbeing:</p> <p style="text-align: right;">(4)</p> <p>1 by being overweight he could get bullied, this could effect him emotionally, this could distract him in collage and not being able to do his work properly or getting distracted.</p>
<p>2 The second point he could be comfort eating, so he could be eating bad things to comfort himself. By doing this you will be putting on weight by all the bad things you eat.</p>

4 marks awarded

(b) Explain **two** possible effects of being overweight on Guy's emotional health and wellbeing:

(4)

1. If Guy is over weight he may have no self confidence or self esteem because people may judge him on his looks and not his personality. He may be prone to bullying which could make him isolated and not want to go out and socialise with others. By being isolated he could turn to unhealthy food which may lead him to have bad mood swings.

2. He may become depressed and his levels of confidence may shoot down. Being overweight could affect Guy's relationships with girls because girls may not be into him. He may not want to socialise with his friends because he may feel like he doesn't fit in.

Question 8

Targeted Specification Area: Learning Aims A1, A2 & A3

Learners were required to explain two ways in which the prolonged use of recreational drugs can affect Lucy's physical health. Many learners were able to give a comprehensive explanation of one way but not two ways. Often the second way was a repeat of the first way but re-worded. A significant number of learners correctly identified two ways but were then unable to develop these any further into explanations. A number of learners incorrectly identified another area of health and wellbeing eg. emotional health and wellbeing rather than the required focus of Lucy's physical health.

2 marks awarded

4	P	8 Lucy is 27 years old and uses recreational drugs regularly from a range of different sources.
Explain two ways in which the prolonged use of recreational drugs can affect Lucy's physical health.		
1	if she carries on taking recreational drugs it may affect her appearance, the way she acts/behaves around others. she is also at risk of losing killing herself from the drug usage.	
2	if she keeps using these drugs and taking something and then taking something else from a different from a different source straight after she is more at risk of overdosing and causing her body harm.	

4 marks awarded

1. Prolonged use of recreational drugs could lead to Lucy becoming addicted. Being addicted to drugs means that Lucy's body might suffer from withdrawal symptoms. Also, some drugs might give Lucy impaired judgement and make her have an increase in risk taking, such as jumping out windows or running onto roads which could lead to her injuring herself physically.

2. ~~Prolonged~~ Prolonged use of recreational drugs might mean that they don't have as much effect so to ~~the~~ get the same effect, Lucy might ~~lead~~ increase her drug intake which could lead to her overdosing herself which harms her body and could even kill her.

Question 9

Targeted Specification Area: Learning Aims A3 & A4

This question required learners to explain two ways in which lifestyle choices can have a negative effect on a person's intellectual health and wellbeing.

Many learners identified incorrect lifestyle choices eg. 'rely on transport' or 'getting obese' yet were then unable to access any further marks for their explanations.

A large number of learners incorrectly identified and/or explained how recreational drugs as a lifestyle choice could have a negative effect, despite being asked not to use recreational drugs as an answer.

A significant number of learners correctly identified two ways but were then unable to develop these further into explanations. A number of learners incorrectly identified another area of health and wellbeing eg. physical health and wellbeing, rather than the required focus on a person's intellectual health and wellbeing.

2 marks awarded

<p>9 A person's intellectual 'health and wellbeing' is an aspect of a healthy lifestyle. Apart from using recreational drugs, explain two ways, using examples, in which lifestyle choices can have a negative effect on a person's Intellectual 'health and wellbeing'.</p> <p>1. Bad Alcohol causing hangovers may cause a child to miss out on days of school causing them to loose vital education and therefore suffering intellectually. Or an adult with work.</p> <p>2. Lack of exercise may cause frequent low moods and in some cases depression. Exercise lifts a persons mood cause of the adrenaline rushing through your body and without this your mood will be very low.</p>
--

4 marks awarded

9 A person's intellectual 'health and wellbeing' is an aspect of a healthy lifestyle.

Apart from using recreational drugs, explain **two** ways, using examples, in which lifestyle choices can have a **negative** effect on a person's **intellectual** 'health and wellbeing'.

1 Drinking would have a negative effect on a person's intellectual health and wellbeing because when you drink it slows your brain down and when you drink most days it could probably kill off your brain.

2 Smoking is another one because smoking too much could lead to having a stroke which could lead to ~~not~~ not being able to use that part of the brain again.

Question 10

Targeted Specification Area: Learning Aims A4, B1, B2 & B3

Learners were required to explain two possible difficulties Ruby may have in starting regular exercise to improve her health and wellbeing. A large number of learners correctly identified one possible difficulty and developed this into a comprehensive explanation, but then their second possible difficulty was either a repetition of the first possible difficulty or completely incorrect. A significant number of learners correctly identified two possible difficulties for Ruby but were then unable to develop these into explanations.

2 marks awarded

<p>10 Ruby is a sixth-form college student. She wishes to improve her 'health and wellbeing' and has decided to start exercising regularly.</p> <p>Explain two possible difficulties Ruby may have in starting regular exercise to improve her 'health and wellbeing'.</p> <p>1 She would have to fit her exercise routines around her college work and courses.</p>	
<p>2 ALSO she might want to rest after with college or go out with friends so exercising would be hard to fit in with her lifestyle</p>	

4 marks awarded

Explain two possible difficulties Ruby may have in starting regular exercise to improve her health and wellbeing.

1. Ruby ~~has~~^{may} have trouble starting regular exercise because of her studies. Her studies can take up all of her time so she may not have time to herself to exercise.

2. Ruby's friends may distract her and try to convince her to go out with them, somewhere, like a nightclub. So she may get drunk instead of going to the gym or for a jog.

Question 11

11(a)

Targeted Specification Area: Learning Aims A3 & A4

This question required learners to describe one effect of an overcrowded home environment on a person's emotional health and wellbeing. On the whole, learners did focus on a person's emotional health; however, a number of learners focused their answer on a person's physical health instead. A large number of learners correctly identified one effect but then did not develop this into a description, so they were unable to access the second mark.

1 mark awarded

<p>11 The home environment can contribute to a person's 'health and wellbeing'.</p> <p>(a) Describe one effect of an overcrowded home environment on a person's emotional health and wellbeing.</p> <p>(2)</p> <p>A person may not get the personal space they need, for example enough time to spare study and sleep. Also they may not be able to have the loving care/bond they need with their parents.</p>
--

2 marks awarded

<p>11 The home environment can contribute to a person's 'health and wellbeing'.</p> <p>(a) Describe one effect of an overcrowded home environment on a person's emotional health and wellbeing.</p> <p>(2)</p> <p>If someone lives in an overcrowded home environment, it could affect them emotionally because they may get too crowded and feel like too many people are there. It could make them feel angry or even could begin to get stressed because there's no room.</p>
--

11(b)

Targeted Specification Area: Learning Aims A1, A2 & B2

Learners were required to explain two effects that an overcrowded home environment may have on a person's physical health. A large number of learners got emotional and physical health mixed up and incorrectly gave answers referring to a person's emotional health eg. stressed. Where learners did refer to a person's physical health, they often identified an effect eg. contracting an infection but then they did not develop this into an explanation for a full two marks.

A large number of learners included answers regarding overcrowding stating 'you don't have a good income and so therefore you cannot eat a balanced diet and this affects your physical health.' This focus is incorrect.

1 mark awarded

<p>(b) Explain two effects that an overcrowded home environment may have on a person's physical health.</p> <p style="text-align: right;">(4)</p> <p>1. If two people shared a room one could have poor personal hygiene therefore catch an illness and pass it on to the room mate who then could pass it on to the other family members.</p>
<p>2. No one could get the right nutrition they needed because so many people to feed would cost a lot of money. Therefore family members could get deficiencies from vitamins and minerals.</p>

3 marks awarded

(b) Explain **two** effects that an overcrowded home environment may have on a person's physical health.

(4)

1. An overcrowded home environment make it easy for illnesses and diseases to spread ~~due to pathogens~~ and for pathogens to move from one person to another. This means a person living in an overcrowded home environment may be more vulnerable to illness and disease.

2. Due to overcrowdedness bacteria can easily gather ~~and~~ in damp, moist corners and ~~to~~ can ~~also~~ be transferred in air which could lead to breathing difficulties such as asthma for someone who lives in an overcrowded home environment.

Question 12

Targeted Specification Area: Learning Aims A1, A2, A3, A4, B1 & B2

The learners were given a small case study about Ravi. This question gives the opportunity for learners to show all they know about the whole specification content with the specific focus on smoking. Learners are required to do two things: discuss strategies Ravi could use to stop smoking and the potential barriers Ravi may face. A large number of learners included everything about Ravi from the case study in their answer, rather than just focusing on smoking and this would be mainly a list rather than developed into a discussion. Whilst the case study content is relevant, the learner's answer should explicitly focus on smoking. Learners were good at identifying strategies Ravi could use to stop smoking eg. using nicotine patches/sprays but then often did not develop this any further as a discussion and their answer remained a list of strategies. The potential barriers Ravi may face was not covered as well as the strategies that Ravi could use.

3 marks awarded

12 Read the information about Ravi in the box below.

Ravi is 45 years old. He works long hours with his brothers in the family restaurant. When not working, he really enjoys cooking and often invites family and friends to dinner.

Ravi has recently been feeling unwell and his GP has told him that he is obese. His peak flow assessment indicates that his lungs are in poor health.

Ravi smokes 20 cigarettes a day and he doesn't exercise. As a result of seeing his GP he has decided to try to stop smoking to improve his 'health and wellbeing'.

Discuss strategies Ravi could use to stop smoking and the potential barriers he may face.

(8)

Ravi could get an e-sig to stop smoking because with them it still feels like your smoking. However you he doesn't need to buy 20 cigarettes or before he buys that he could just buy less cigarettes and take some out. So he doesn't smoke as much as 20 cigarettes. or if that doesn't work he could use a patch on his arm.

7 marks awarded

<p>In my opinion Ravi could improve his health and well being. There are some strategies that Ravi could / should do. Firstly he could cut the down the number of cigarettes a day to ease him off then and take him off the nicotine. Another thing that Ravi could do is seek formal support from doctors for information on quitting, knowing and fast and easy ways of doing so. Finally Ravi could make friends</p>
<p>with others who are all stopping smoking and get support from them, like a support group. However Ravi has barriers in place. Firstly Ravi works long hours so may not start to get stressed and go to the taste of nicotine in cigarettes to calm him down. Secondly working in the family restaurant means that other members could / may smoke and peer pressure</p>
<p>In my opinion I think that Ravi will improve his health and wellbeing if he changes and does certain things to benefit him. He could seek advice from family and doctors. Ravi should also set himself a SMART target to make sure his goal is reasonable and that he has a success and realistic time scale.</p>

Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
20952 unit 9: Healthy Living	50	43	34	26	18	17 and under

External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

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).

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 ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in externally assessed question papers

Each exam 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 year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Grade boundaries for all papers can be found here:

<http://pastpapers.edexcel.com/content/edexcel/grade-boundaries.html>

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

