



Mark Scheme (Results)

January 2017

BTEC NG Health and Social Care  
Unit 9: Healthy Living

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, please visit our website at [www.edexcel.com](http://www.edexcel.com)

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **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 students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2017

Publications Code 20952E \_1701\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

## 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 all phonetic spelling.

Question Number	Answer	Mark
<b>1 (a)</b>	<p>Award <b>one</b> mark for the correct identification <b>A</b></p> <p><b>A</b> - A complete state of physical, mental and social wellbeing, and not merely the absence of disease or infirmity.</p> <p style="text-align: right;"><b>1 x 1</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (b)(i)</b>	<p>Award <b>one</b> mark for each correct identification of the benefit/s of working up to a maximum of 2 marks.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Earning an income</li> <li>• Gives a sense of purpose to life</li> <li>• Job satisfaction</li> <li>• Builds self-esteem/feel valued</li> <li>• Mental stimulation</li> <li>• Social stimulation</li> <li>• Support from colleagues</li> <li>• Learn new skills/knowledge</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>1 (b)(ii)</b>	<p>Award <b>one</b> mark for correct identification of a type of formal support up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Doctor</li> <li>• Nutritionist</li> <li>• Nurse</li> <li>• Counsellor</li> <li>• Youth workers</li> <li>• Teachers</li> <li>• Occupational health</li> <li>• Support groups</li> <li>• Personal trainer</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>1 (b)(iii)</b>	<p>Award <b>one</b> mark for the correct identification of a way in which exercise can improve physical health. Award one mark for the correct justification/explanation of the reason.</p> <ul style="list-style-type: none"> <li>• improves cardiovascular efficiency (1) so less chance of coronary heart disease (CHD)/stroke (1)</li> <li>• Appropriate weight loss (1) so can reduce chance of type 2 diabetes (1)</li> <li>• Increased muscle mass (1) to improve strength</li> <li>• improves fitness levels/stamina/flexibility (1) to improve mobility levels (1)</li> </ul> <p><b>Do not accept 'illness'</b></p> <p><b>Do not accept any reference to BMI</b></p> <p><b>Accept any appropriate alternatives.</b></p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1 (c)</b>	<p>Award <b>three</b> marks for the correct identification of possible effects on an individual's health and wellbeing of having good personal hygiene.</p> <p>Any three from:</p> <ul style="list-style-type: none"> <li>• Reduction in illness/spread of disease</li> <li>• No body odour</li> <li>• Social inclusion</li> <li>• High self-esteem/self-worth/self-image/social identity</li> <li>• Increased chance of employment</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>3 x 1</b></p>	<b>(3)</b>

Question Number	Answer	Mark
<b>1 (d)</b>	<p>Award <b>one</b> mark for each correct identification of an effect of an unbalanced diet on physical health.</p> <p>Award one mark for each correct justification/explanation.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Weight loss/gain (1) may affect mobility (1)</li> <li>• Cardiovascular disease (1) due to high fat diet (1)</li> <li>• Increased chance of deficiency disease/lethargy (1) due to incorrect balance of nutrients (1)</li> <li>• Diarrhoea/constipation (1) fibre imbalance (1)</li> <li>• Increased risk of Type II Diabetes (1) due to being overweight (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 2</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2 (a)(i)</b>	<p>Award <b>two</b> marks for the correct identification of possible effects on Omar's physical health and wellbeing from smoking.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Lung cancer</li> <li>• Tongue cancer</li> <li>• Mouth cancer</li> <li>• Throat cancer</li> <li>• bronchitis</li> <li>• cardiovascular disease</li> <li>• emphysema</li> <li>• dependency</li> <li>• COPD (chronic obstructive pulmonary disease)</li> <li>• Change of appearance</li> </ul> <p><b>Do not accept just 'cancer'; it must be related to a specific type.</b></p> <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>2 (a)(ii)</b>	<p>Award <b>one</b> mark for an identification and a further <b>one</b> mark for a description of the effect of Omar's smoking on Rita's social and emotional health and wellbeing.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Other people may not form social relationships with her (1) because Rita's skin and clothing may smell of tobacco (1)</li> <li>• Damage Rita's relationship with Omar (1) because she might worry about Omar's health (1)</li> <li>• Rita may become social isolated (1) because her friends' parents may not allow them to visit (1)</li> </ul> <p><b>Accept any appropriate alternatives.</b></p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2 (a)(iii)</b>	<p>Award <b>one</b> mark for each correct identification of how the family could help Omar stop smoking, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Practical strategies to take his mind off smoking (1)</li> <li>• Encourage him to get formal support (1)</li> <li>• Suggest he uses nicotine replacement (1)</li> <li>• Positive reinforcement (1)</li> <li>• Discuss dangers/provide education on smoking (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>2 (b)(i)</b>	<p>Award <b>one</b> mark for each correct identification of each genetic predisposition which Rita may have, up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Diabetes (type1) (1)</li> <li>• Diabetes (type2) (1)</li> <li>• Cardio vascular disease (1)</li> <li>• Cancer (1)</li> <li>• Dementia (1)</li> <li>• Osteoarthritis (1)</li> <li>• Glaucoma (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p>Accept a maximum of 1 mark for 'Diabetes' alone.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2 (b)(ii)</b>	<p>Award <b>one</b> marks for the correct identification of an effect of an irregular sleep pattern.</p> <p>Award <b>one</b> mark for each correct justification/explanation of how this might affect intellectual development.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Rita may fall asleep in class (1) which means she will not learn new information (1)</li> <li>• Rita cannot concentrate (1) which may affect her ability to process new information (1)</li> <li>• Lack of motivation (1) therefore unwilling to engage in new experiences (1)</li> <li>• Poor memory recall (1) which reduces possibility for future achievements/potential (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>2 (b)(iii)</b>	<p>Award <b>one</b> mark for the correct identification of an approach Rita's family could use to help improve her sleep pattern.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Increase activity levels</li> <li>• Make sure there are no mental or physical stimulation in the bedroom environment (TV/Computer)</li> <li>• Regular meal times</li> <li>• Seek formal support</li> <li>• Alternative therapies</li> <li>• Regular bedtime routine</li> <li>• Ensure an appropriate diet</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>2 (c)(i)</b>	<p>Award <b>one</b> mark for the correct identification of each barrier Sally might face in supporting her grandfather (up to a maximum of <b>two</b> marks.)</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Lack of time (1)</li> <li>• Her grandfather's resistance to receiving help (1)</li> <li>• Financial/lack of money (1)</li> <li>• Family commitments (1)</li> <li>• Lack of skills (1)</li> <li>• Lack of access to formal support (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>2(c)(ii)</b>	<p>Award <b>one</b> mark for the correct identification of each way that supporting her grandfather might affect Sally's emotional health and wellbeing.</p> <p>Award <b>one</b> mark for each correct justification/explanation.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Improve self-esteem (1) because she is having a positive impact on his life (1)</li> <li>• She feels helpless/overwhelmed (1) due to lack of appropriate skills and knowledge (1)</li> <li>• Decreased self-esteem (1) due to increased responsibilities (1)</li> <li>• Sally may feel resentful/upset (1) as she has less time for herself/family (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 2</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2 (d)(i)</b>	<p>Award <b>one</b> mark for the correct identification of a reason why Paulette and Jay may choose to practice safe sex. Award <b>one</b> mark for each correct justification/explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• To avoid getting pregnant (1) as they might not feel ready to become parents (1)</li> <li>• To avoid catching an STI (1) which may affect their self-esteem (1)</li> <li>• To reduce the risk of cervical cancer in later life (1) as there is a proven medical link between cervical cancer and unsafe sex practices (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>2(d) (ii)</b>	<p>Award <b>one</b> mark for each correct identification of how practicing safe sex may affect Paulette's emotional health and wellbeing. Award <b>one</b> mark for each correct justification/explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• more confident/happy (1) less likely to become pregnant/sexual transmitted infection (1)</li> <li>• feel more mature (1) as she is taking control of herself (1)</li> <li>• Raised self-esteem (1) as she is in a respectful relationship (1)</li> <li>• Stronger relationship (1) as they can trust each other.</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 2</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2(e)</b>	<p>Award <b>two</b> marks for the correct identification of each way that supporting Jay, when he experiences periods of stress and anxiety, could affect Paulette’s health and wellbeing.</p> <p>Award <b>one</b> mark for each correct justification/explanation.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Paulette could become too emotionally involved with Jay (1) which could affect her studies (1)</li> <li>• Paulette could spend more of her time with Jay (1) so it could affect her social life (1)</li> <li>• Paulette may become unhappy/stressed/anxious (1) as she may feel helpless and cannot support Jay in the way he needs (1)</li> <li>• Paulette may feel good about herself (1) as she feels like she is making a difference (1)</li> <li>• Paulette may neglect herself (1) as she puts Jay’s needs above her own (1)</li> <li>• Paulette may find it difficult to cope with the responsibility (1) which may damage the relationship (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(4)</b>

Question Number	Indicative content	
<b>2(f)</b>	<p><b>Strategies for George to improve his health and wellbeing:</b></p> <ul style="list-style-type: none"> <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/support groups/counsellor</li> <li>• Seeking informal support from family members and friends such as Sally</li> <li>• Support strategy e.g. join a club, meals on wheels</li> </ul> <p><b>Potential barriers to George improving his health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Lack of motivation/self-confidence</li> <li>• Living alone and feeling lonely</li> <li>• Alcohol dependence</li> <li>• Self-esteem may be low</li> <li>• May not set realistic targets</li> <li>• Age</li> <li>• Lack of knowledge (to cook)</li> </ul> <p><b>Conclusion:</b> Conclusion about whether the strategies set for improving his health are realistic 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 and wellbeing 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 discussion of both sides for and against. 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 the argument.

