

**BTEC
FIRST**

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Sample Assessment Materials (SAMs)

HEALTH AND SOCIAL CARE

From September 2013

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

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

Pearson BTEC Level 1/Level 2 First Extended Certificate in Health and Social Care

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

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Introduction

Sample assessment materials (SAMs) provide learners and centres with specimen questions and mark schemes. These are used as the benchmark to develop the external assessment learners will take.

Unit 1: Human Lifespan Development

The SAMs for this external unit have been provided for the following qualifications:

- BTEC Level 1/Level 2 First Award in Health and Social Care
- BTEC Level 1/Level 2 First Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Extended Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Diploma in Health and Social Care

Unit 9: Healthy Living

The SAMs for this external unit have been provided for the following qualifications:

- BTEC Level 1/Level 2 First Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Extended Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Diploma in Health and Social Care

As the Award is nested within the Certificate, Extended Certificate and Diploma, we have adopted the convention of titling external assessments for the smallest award for which they are available across the whole BTEC First suite. This is the same convention used for AS/GCE which is also a nested qualification.

Unit 1: Human Lifespan Development - sample assessment test and mark scheme

This sample assessment test and mark scheme is for the following qualifications:

- BTEC Level 1/Level 2 First Award in Health and Social Care
- BTEC Level 1/Level 2 First Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Extended Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Diploma in Health and Social Care

Write your name here

Surname

Other names

Centre Number

Learner Registration Number

**Pearson BTEC
Level 1/Level 2
First Award**

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Health and Social Care

Unit 1: Human Lifespan Development

Sample Assessment Material
Time: 1 hour

Paper Reference
20544E

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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1 The following information is about the Ali family.

Read the information and answer the questions below.

Leena is 27 and is happily married to Amir. They have two children.

Rana is 5 and Hassan is 14 months.

Leena and Amir work full time.

Leena works in a local bank and Amir works in retail, selling cars.

The family have regular contact with a Health Visitor.

(a) Identify the current life stages of Leena and Rana in the table below.

Draw lines to match Leena and Rana to their current life stage

(2)

Names

Life Stages

Leena

Rana

Infancy

Early childhood

Adolescence

Early adulthood

Middle adulthood

Hassan likes to play peek-a-boo. This involves using facial expressions.

The photograph shows a child playing peek-a-boo.



(Source: Corbis Cusp/Alamy)

(b) What type of development is peek-a-boo **most** important for

(1)

Put a cross in one box ☒ to indicate your answer. If you change your mind, put a line through the box ☒ and then put a cross in another box ☒.

<input type="checkbox"/>	A Physical development
<input type="checkbox"/>	B Intellectual development
<input type="checkbox"/>	C Social development
<input type="checkbox"/>	D Emotional development

Rana has just started at the local primary school. She loves school.

(c) Give **two** examples of how starting school could affect Rana's social development.

(2)

1

2

Hassan is 14 months old. He is developing his gross and fine motor skills.

(d) (i) Define the term **gross motor skills**.

(1)

.....

.....

(ii) Give **two** examples of the **gross motor skills** that Hassan is developing at this life stage.

(2)

1

2

(iii) Give **two** examples of the **fine motor skills** that Hassan is developing at this life stage. (2)

(iv) For each **fine motor skill**, give an example of an activity that could be used to develop this **fine motor skill**. (2)

Complete the table below.

Fine motor skill	Activity

Hassan and Rana’s mother, Leena, has been promoted at work. This has resulted in a big increase in family income but requires Leena to work longer hours.

(e) (i) Give **two** possible positive effects on Leena’s intellectual development as a result of her promotion at work. (2)

1

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2

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(ii) Explain **two** possible positive and **two** possible negative effects on Hassan's development as a result of his mother's promotion.

(8)

Positive

1

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2

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Negative

1

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2

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(Total for Question 1 = 22 marks)

2 The following information is about Matt and Dave.

Read the information and answer the questions that follow.

Matt is 25 and lives with his partner Dave who is 22. Matt has just completed a Sports Science degree. He works as a personal trainer. He also models sportswear for a well known retail company. Matt is well liked and has lots of friends.

(a) Identify **two** 'expected life events' Matt has experienced.

(2)

1

.....

2

.....

Matt has a positive self-image.

(b) (i) Outline the difference between 'self-image' and 'self-esteem'?

(2)

.....

.....

(ii) Give **two** possible reasons why Matt has a positive self-image.

(2)

1

.....

2

.....

Matt's mother was seriously injured in a car accident two months ago. His father now has to spend time looking after her. She is also supported by a district nurse.

- (c) (i) Give **two** specific types of support that might be given by the district nurse to help Matt's family manage his mother's care.

(2)

1

2

- (ii) Explain **two** possible effects Matt's mother's accident may have on his development.

(4)

1

2

Dave recently dropped out of college because he found his course too difficult. He has always found it hard to make friends and is not very close to his family.

(d) Explain **two** ways in which dropping out of college could have affected Dave's development.

(4)

1

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2

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Matt and Dave have been together for three years. They have recently entered a civil partnership.

(e) Explain **two** possible effects on Dave's development of entering the civil partnership.

(4)

1

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2

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(Total for Question 2 = 28 marks)

TOTAL FOR PAPER = 50 MARKS

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.
- 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)	Line matching to indicate: Leena – Early adulthood (1) Rana – Early childhood (1)	2 x 1 (2)

Question number	Answer	Mark
1(b)	B (Intellectual development)	1 x 1 (1)

Question number	Answer	Mark
1(c)	Award one mark for correct identification of each effect of starting school on Rana’s social development, up to a maximum of two marks. Any two from: <ul style="list-style-type: none"> • Make new friends (1) • Learn to share (1) • Learn to take turns (1) • Become less dependent on parents (1) Accept any appropriate alternatives.	2 x 1 (2)

Question number	Answer	Mark
1(d)(i)	Award one mark for correct definition of the term gross motor skills. <ul style="list-style-type: none"> • Gross motor skills are used to control the larger muscle groups in the body (1) 	1 x 1 (1)

Question number	Answer	Mark
1(d)(ii)	<p>Award one mark for each appropriate example up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Crawling (1) • Walking (1) • Running (1) • Pushing (1) • Pulling (1) • Jumping (1) • Climbing (1) • Throwing (1) • Kicking a large ball (1) 	2 x 1 (2)

Question number	Answer	Mark								
1(d)(iii)-(iv)	<p>Award one mark for each correct identification of a type of fine motor skill up to a maximum of two marks.</p> <p>Award one mark for correct identification of each related activity identified up to a maximum of two marks.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Fine motor skill</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>Grip (1)</td> <td>Eating/holding a spoon (1)</td> </tr> <tr> <td>Manipulation (1)</td> <td>Playing with toys/large jigsaws/shape sorters (1)</td> </tr> <tr> <td>Hand-eye coordination (1)</td> <td>Feeding self/shape sorting (1)</td> </tr> </tbody> </table>	Fine motor skill	Activity	Grip (1)	Eating/holding a spoon (1)	Manipulation (1)	Playing with toys/large jigsaws/shape sorters (1)	Hand-eye coordination (1)	Feeding self/shape sorting (1)	2 x 1 2 x 1 (4)
Fine motor skill	Activity									
Grip (1)	Eating/holding a spoon (1)									
Manipulation (1)	Playing with toys/large jigsaws/shape sorters (1)									
Hand-eye coordination (1)	Feeding self/shape sorting (1)									

Question number	Answer	Mark
1(e)(i)	<p>Award one mark for correct identification of positive intellectual effect on Leena's development.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Learn from role models/senior colleagues/aspire to be like role models (1) • Develop her abstract thinking/creative thinking/problem solving (1) • Developing new skills – specific skills for new role/learning new skills – personal and professional development (1) • Memory – learning for new job will benefit memory forming and recall (1) 	2 x 1 (2)

Question number	Answer	Mark
1(e)(ii)	<p>Award one mark for correct identification of positive effect of Leena's promotion.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Better relationship with his mother (1) as time Hassan now spends with mother is quality time therefore Hassan happier (1) • Become closer to Dad/Amir (1) as they spend more time together (1) • Become closer to other people who care for him (1) transfer of attachment (1) • Become less reliant on mother (1) helps develop greater independence (1) • Better quality of life/more financially secure (1) as the family will have more money (1) <p style="text-align: right;">2 x 1 2 x 1</p> <p>Award one mark for correct identification of negative effect of Leena's promotion.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • May not bond so well with mother (1) as Leena is working longer hours and not able to spend time with Hassan (1) • Unhappy (1) as he will miss his mother (1) • Insecure (1) because Leena will be stressed due to conflicting demands of work and parenthood (1) • Show signs of separation anxiety (1) as not having mother around so much (1) • Hassan's ability to form relationships may be affected (1) due to less love and affection from Leena (1) <p style="text-align: right;">2 x 1 2 x 1</p>	(8)

Question number	Answer	Mark
2(a)	<p>Award one mark for each correct identification of expected life events Matt will have experienced, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Starting school (1) • Leaving school (1) • Leaving home (1) • Starting university (1) • Living with a partner (1) • Entering employment (1) <p>Do not accept having lots of friends.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question number	Answer	Mark
2(b)(i)	<p>Award one mark for correct identification of difference between self-image and self-concept:</p> <ul style="list-style-type: none"> • Self-image is how you see yourself (1) and self-esteem is based on how others see you (1) <p style="text-align: right;">2 x 1</p>	(2)

Question number	Answer	Mark
2(b)(ii)	<p>Award one mark for each correct identification of a reason for Matt having positive self-image.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • He has passed his degree (1) • He has a good job (1) • He models sports clothing for a retail company so he is happy with the way he looks (1) • He is in a stable relationship (1) • He is a qualified personal trainer and can help other people (1) • He has additional earning potential from modelling (1) • He has improved social status/more money from his jobs (1) <p style="text-align: right;">2 x 1</p>	(2)

Question number	Answer	Mark
2(c)(i)	<p>Award one mark for each correct identification of specific type of support given by the district nurse, up to a maximum of two marks.</p> <p>Any two from:</p> <p>Formal support:</p> <ul style="list-style-type: none"> • Refer to relevant agencies/support groups (1) • Coordinate care services (1) • Liaise with other professionals (1) <p>Emotional support:</p> <ul style="list-style-type: none"> • Reassurance for family (1) • Reassurance for Matt's mother (1) <p>Physical support:</p> <ul style="list-style-type: none"> • Changing dressings/health needs etc. (1) • Teaching family to administer care for Matt's mother (1) • Keeping Matt's mother at home rather than in hospital (1) <p style="text-align: right;">2 x 1</p>	(2)

Question number	Answer	Mark
2(c)(ii)	<p>Award one mark for each correct identification of effect of Matt's mother's accident on his development.</p> <p>Award one mark for each correct justification/elaboration.</p> <ul style="list-style-type: none"> • Stress (1) caused by distress over mother's accident/conscience about not supporting her care needs (1) • Unable to maintain social relationships (1) anxious about mother's state of health (1) • Damaged relationship with his mother as his mother thinks he should spend more time with her (1) feels guilty about not being there (1) • May become closer to his father (1) contacts him regularly about his mother (1) • Damaged relationship with Dave (1) stress caused by concern for mother (1) • Unable to function at work (1) due to anxiety about mother's health (1) • Lower self-esteem (1) not functioning effectively at work or socially (1) • Lets himself go, less attractive (1) reduced energy/motivation due to stress over mother (1) • Isolated (1) loss of interest in social activities (1) <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question number	Answer	Mark
2(d)	<p>Award one mark for each correct identification of factors affecting Dave's development.</p> <p>Award one mark for each correct justification/elaboration.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Loss of formal relationships (1) no longer seeing tutors (1) • Lack of social contact (1) not part of formal educational group (1) • Loss of friends (1) no longer has common interest (1) • Negative self-image (1) not in education or employment (1) • Damaged relationship with Matt (1) Matt upset that Dave has given up his course (1) • Happier (1) didn't like the course (1) <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question number	Answer	Mark
2(e)	<p>Award one mark for correct identification of factors affecting Dave's development.</p> <p>Award one mark for correct justification/elaboration.</p> <p>Positives:</p> <ul style="list-style-type: none"> • More secure (1) no longer sees himself as single but as a part of a couple (1) • Improved self-image (1) proud of his partner good looking/graduate/good job (1) • Increased self-esteem (1) being connected with a good looking graduate (1) • In a secure relationship (1) someone to share similar beliefs and attitudes (1) • Someone to share new life role with (1) adapting to new circumstances as a 'partner' to Matt (1) • Contentment (1) secure in his relationship with Matt (1) • Acceptance (1) society's acceptance of gay marriage/civil partnerships (1) • Good state of health and wellbeing (1) is meeting the usual pattern of life events (1) <p>Negatives:</p> <ul style="list-style-type: none"> • Stress (1) friends may not like Matt/jealous of Matt (1) • Disappointment with reality of married life (1) is different from ideal (1) • Loss of independence/feeling trapped/restricted (1) has responsibilities with/for his partner (1) • Discrimination (1) some people don't approve of 'gay marriage' (1) <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question number		Indicative content	Mark
2(f)		<p>Impact on Matt's development of moving to London:</p> <ul style="list-style-type: none"> • Missing the area they live in • Adapting to 'city life' as they have lived in a rural area • Stress from moving house • Miss the support of family • Miss the support of friends • Feelings of isolation • Feelings of guilt at leaving his father as sole carer <p>Impact on Matt's relationships:</p> <ul style="list-style-type: none"> • Difficulty of keeping in touch with friends and family • Building new relationships in London • Feelings of guilt about care for his mother • Not supporting his father sufficiently • Not seeing his mother and father may adversely affect their relationship 	(8)
Level	Marks	Descriptors	
	0	No rewardable material	
1	1-3	<ul style="list-style-type: none"> • Limited assessment of either the impact on Matt's development or of the impact on his relationships. • The response focuses more on either Matt's development or on his relationships. • Limited references made to the different aspects of Matt's development and his relationships. 	
2	4-6	<ul style="list-style-type: none"> • Some assessment of the impact on Matt's development and the impact on his relationships relating to the question stem. • The response focuses more on one aspect of the impact on Matt, but the response is mostly balanced and there is evidence of understanding and development of ideas although not sustained throughout the response. • Some relevant references to different aspects of Matt's development and his relationships. 	
3	7-8	<ul style="list-style-type: none"> • Coherent assessment of the impact on Matt's development and the impact on his relationships relating to the question stem throughout. • The response is a balanced consideration of Matt's development and his relationships. Clear understanding and development of ideas are sustained throughout the response. • Detailed references are made to selected aspects of Matt's development and his relationships. 	

Unit 9: Healthy Living - sample assessment test and mark scheme

This sample assessment test and mark scheme is for the following qualifications:

- BTEC Level 1/Level 2 First Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Extended Certificate in Health and Social Care
- BTEC Level 1/Level 2 First Diploma in Health and Social Care

Write your name here

Surname

Other names

Centre Number

Learner Registration Number

**Pearson BTEC
Level 1/Level 2
First Certificate**

Health and Social Care

Unit 9: Healthy Living

Sample Assessment Material

Time: 1 hour

Paper Reference

20952E

You must have:
Calculator

Total Marks

Instructions

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- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
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Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
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- Check your answers if you have time at the end.

Turn over ►

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Answer all of the questions in this paper.

1 Regular sleep is an important part of a healthy lifestyle.

(a) Give **two** effects of an irregular sleep pattern.

(2)

1

.....

2

.....

(b) Give one way in which a person's job can have a negative effect on sleep patterns.

(1)

.....

.....

(Total for Question 1 = 3 marks)

2 Eating a balanced diet is an important part of maintaining a healthy lifestyle.

(a) Eating too much of which **two** of the following food types may lead to a person becoming overweight?

(2)

Put a cross in two boxes to indicate your answers. If you change your mind, put a line through the box and then put a cross in another box .

- A** Food high in sugar
- B** Food high in vitamins
- C** Food high in fibre
- D** Food high in protein
- E** Food high in fat

(b) State **one** long-term health risk associated with being overweight.

(1)

.....

.....

(Total for Question 2 = 3 marks)

3 Good personal hygiene is important to maintain a healthy lifestyle.

(a) Which of the following is an example of **good** personal hygiene?

(1)

Put a cross in one box ☒ to indicate your answer. If you change your mind, put a line through the box ☒ and then put a cross in another box ☒.

- A Giving up smoking
- B Exercising regularly
- C Washing regularly
- D Wearing smart clothes

(b) Give two reasons why personal hygiene is important.

(2)

1

2

(Total for Question 3 = 3 marks)

4 A good work-life balance is important for a healthy lifestyle.

Give **two** benefits of having a good work-life balance.

1

2

(Total for Question 4 = 2 marks)

5 Derek enjoys socialising with his friends at weekends. He likes going clubbing. He has recently started using recreational drugs on a regular basis.

(a) Describe one way in which recreational drug use can lead to accidental death.

(2)

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.....

(b) Describe how peer influence could help Derek stop using recreational drugs.

(2)

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(Total for Question 5 = 4 marks)

6 The information in Table A shows some details of Kevin's height and weight.

Height (in m)	Weight (in kg)
1.72	70

Table A

(a) Calculate Kevin's Body Mass Index (BMI) to one decimal place.

(2)

$$BMI = \frac{\text{weight in kg}}{(\text{height in m})^2}$$

BMI = kg/m²

(b) Using Kevin's BMI result, select his BMI rating using Table B.

Rating	BMI
Underweight	<19
Desirable	20–25
Overweight	26–30
Obese	31+

Table B

(1)

Put a cross in one box to indicate your answer. If you change your mind, put a line through the box and then put a cross in another box .

Rating

- A** Underweight
- B** Desirable
- C** Washing regularly
- D** Wearing smart clothes

(Total for Question 6 = 3 marks)

7 Boris is 17 and would like some advice on safe sex.

(a) Give two sources of formal support he could use for advice on safe sex.

(2)

1

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2

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(b) Explain two risks of unsafe sexual practices.

(4)

1

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2

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(Total for Question 7 = 6 marks)

8 Drinking too much alcohol is a risk to health and wellbeing.

Explain **two** ways that drinking too much alcohol may affect health and wellbeing.

1

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.....

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2

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(Total for Question 8 = 4 marks)

9 Emotional and social wellbeing is as important as physical health.

Explain **two** ways in which lifestyle choices can have a positive effect on **emotional and social** wellbeing.

1

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2

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(Total for Question 9 = 4 marks)

10 Amira is 16 and has just left foster care. She has nowhere to live and is staying with friends. She is also finding it hard to get a job.

Explain **two** possible barriers that Amira may have in achieving a healthy lifestyle.

1

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.....

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2

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.....

(Total for Question 10 = 4 marks)

11 Smoking can cause many diseases.

(a) State **two** health risks related to smoking.

(2)

1

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2

.....

Many people continue to smoke despite the health risks of smoking.

(b) Explain **two** barriers related to giving up smoking.

(4)

1

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2

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(Total for Question 11 = 6 marks)

General Marking Guidance

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- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
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- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
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- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	<p>Award one mark for correct identification of each effect, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • reduced energy levels • fatigue • inability to think clearly • decreased concentration. <p>Do not accept bags under your eyes or other cosmetic effects.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(b)	<p>Award one mark for correct identification of a way in which a person's job can affect sleep:</p> <ul style="list-style-type: none"> • irregular shift patterns • stress at work can affect sleep • amount of work/overtime can affect sleep. <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
2(a)	<p>Correct answers:</p> <p>A (Food high in sugar) E (Food high in fat)</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(b)	<p>Award one mark for correct identification of long-term health risk associated with being overweight:</p> <ul style="list-style-type: none"> • diabetes • coronary heart disease. <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
3(a)	<p>C (Washing regularly)</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
3(b)	<p>Award one mark for identification of positive effect of good personal hygiene/negative effect of bad personal hygiene:</p> <ul style="list-style-type: none"> • to prevent body odour • to prevent contraction/spread of disease • to improve self-esteem/self-image • to help maintain and developing positive relationships • poor personal hygiene can lead to social isolation • to avoid negative effect on employment • poor personal hygiene can lead to bullying. <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
4	<p>Award one mark for correct identification of effect of having a good work-life balance, up to a maximum of two marks</p> <p>Any two from:</p> <ul style="list-style-type: none"> • lack of stress • positive impact on quality of social life • improved concentration levels • positive impact on mood • positive impact on levels of happiness • positive impact on mental health. 	2 x 1 (2)

Question Number	Answer	Mark
5(a)	<p>A linked response that makes reference to any one of the following points:</p> <ul style="list-style-type: none"> • unknown composition of substances (1), it might be very strong or cut with poison (1) • can lead to undertaking dangerous activities (1), e.g. jumping out of windows/walking in the road (1). 	2 x 1 (2)

Question Number	Answer	Mark
5(b)	<p>A linked response that makes reference to any one of the following points:</p> <ul style="list-style-type: none"> • they highlight the dangers of drugs (1) and convince Derek to stop taking them (1) • they could use their influence to help him to seek support to stop taking recreational drugs (1), e.g. from doctors, health specialists or family members (1). 	2 x 1 (2)

Question Number	Answer	Mark
6(a)	<p>Either:</p> <p>1 mark for correct working seen, accept</p> $\frac{70}{(1.72)^2} \text{ or } \frac{70}{(1.72 \times 1.72)} \text{ or } \frac{70}{2.9584}$ <p>and 1 mark for correct answer, accept 23.7 or 23.66</p> <p>Or:</p> <p>For correct answer seen with no working, award 2 marks.</p>	2 x 1 (2)

Question Number	Answer	Mark
6(b)	<p>B (Desirable) (1)</p> <p>Award 1 mark for correct BMI rating selected using their final answer to 6 (a).</p>	1 x 1 (1)

Question Number	Answer	Mark
7(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • doctor • health specialists • counsellors • youth workers • teachers. <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
7(b)	<p>Award one mark for correct identification of risk of unsafe sexual practices, award one mark for explanation of the risk.</p> <ul style="list-style-type: none"> • Contracting an STI (1) which could lead to infertility/birth defects/difficulty in conceiving (1). • Contracting an undetected STI (1) which could be passed on to other partners/increasing the rate of STIs in the community/which could affect any long-term relationships (1). • Unwanted pregnancy (1), which could affect emotional wellbeing/mental wellbeing (1). • Having a high number of sexual partners is a risk (1) because this can lead to the development of cervical cancer (1). <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
8	<p>Award one mark for identification of effect on health and wellbeing.</p> <p>Award one mark for explanation of effect.</p> <ul style="list-style-type: none"> • This could lead to an addiction to alcohol (1) which could lead to relationship breakdown/financial problems (1). • Development of alcohol-related illnesses (1), shortened life expectancy (1). • Drinking too much alcohol can lead to impaired judgement (1) related to accident/injury/unsafe sexual practice (1). • Chemical influence of alcohol on the body/drunkenness (1) leading to hangover/alcohol intoxication/death (1). • Increase in risk-taking behaviour (1) leads to criminal activity/criminal record (1). • Impaired function at work/school/effect on concentration and energy levels (1) leading to underperformance (1). <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
9	<p>Award one mark for identification of lifestyle choice which can have a positive effect.</p> <p>Award one mark for explanation of the effect.</p> <ul style="list-style-type: none"> • Eating a balanced diet can lead to losing weight (1) which can impact positively on self-image/self-concept/self-esteem/body image (1)/can have a positive impact on levels of happiness/mood (1). • Doing regular exercise appropriate for age/levels of fitness (1) can impact positively on self-image/self-concept/self-esteem/body image (1). • Abstaining/drinking recommended amounts of alcohol/giving up/not smoking/abstaining from recreational drug use (1) can help avoid psychological dependence on addictive substances (1). • Practising safe sex can help avoid contraction of STIs (1) avoiding negative impact on close intimate and sexual relationships (1). <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
10	<p>Award one mark for identification of a possible barrier to leading a healthy lifestyle.</p> <p>Award one mark for explanation of how this may be bad for Amira's health and wellbeing.</p> <ul style="list-style-type: none"> • She hasn't got a job so may have financial difficulties (1) she may not be able to afford to buy healthy food/gym membership (1). • As she is not living with family she may not have this form of informal support (1), this lack of support could make adopting a more healthy lifestyle more difficult (1). • As she is looking hard for a job, she may have little free time (1), not enough time for exercising/preparing healthy meals (1). • She doesn't have anywhere to live which could mean she is unable to cook healthy meals at home (1) which may lead to an unbalanced diet (1). <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
11(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • lung cancer • heart disease • bronchitis • emphysema • premature ageing. <p>Do not accept nicotine staining of teeth and fingers.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
11(b)	<p>Award one mark for identification of each barrier related to giving up smoking.</p> <p>Award one mark for explanation/elaboration of this barrier.</p> <ul style="list-style-type: none"> • Lack of awareness/attitude to effects of smoking (1) do not relate smoking to potential illnesses/lack of caution (1). • Peer pressure/friends smoking (1), wanting to feel included/part of a group/avoid being different or bullied, might influence people not to give up smoking (1). • addictiveness of smoking (1) the extreme addictiveness of smoking makes it very difficult for people to give up without additional support/other methods (1). • Smoking can be linked with a person's self-image (1), people may be reluctant to give up smoking if they associate smoking with themselves in this way/their image (1). • The influence of media/advertising/celebrity culture (1), people can be impressionable/look up to icons/easily influenced by advertising (1). • Home environment/family/partners/friends (1), if people close to you smoke this could make giving up more difficult (1). • The wide availability of cigarettes (1) means that people trying to give up are constantly tempted (1). <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Indicative content	Mark
12	<p>Strategies for Maria to control her weight:</p> <ul style="list-style-type: none"> • healthy diet plan/setting realistic weight loss targets • seeking formal support/see GP for advice/practice nurse/ primary care/join slimming club • seeking informal support from family members, friends or work colleagues • change social activities/don't go to pub • eat more healthily/lower calorific intake/reduce diet • exercise more regularly/walk to work/swim with husband • make use of free time to be more active as children now more independent. <p>Potential barriers to Maria achieving weight loss:</p> <ul style="list-style-type: none"> • the motivation to change, • the influence of partners and family, Maria has two teenage children – this may put demands on her time and interfere with her plan, e.g. going to the gym or alternative • peer-group pressure – her friendships are based around eating and drinking • self-esteem levels – low because she is overweight • needs to relax – she may be stressed • lack of education and understanding – hasn't established healthy patterns/routines – may not understand healthy lifestyle choices • may not set realistic targets – effect on motivation • negative self-image – may not be comfortable going swimming/exercising in public because she is overweight • possible financial barriers – gym membership may be expensive/healthy food can be more expensive/cost of family life may be prohibitive. <p>Conclusion:</p> <ul style="list-style-type: none"> • conclusion for whether weight-loss target set is realistic or unrealistic, with justification. 	(8)
Level	Marks	Descriptors
	0	No rewardable material
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. Points made will be superficial/generic and not applied/directly linked to the situation in the question. No conclusion produced or the conclusion a consequence of only one side of the argument being considered.
2	4-6	Arguments for and against are described but there will be more emphasis on one side than the other. The answer will be unbalanced. A conclusion is present but this is either implicit or as a result of unbalanced consideration of the arguments. There is little or unfocused justification of the conclusion. Most points made will be relevant to the situation in the question but the link will not always be clear.
3	7-8	Balanced explanation of both sides for and against. A conclusion is produced which is justified and clearly linked to the consideration of arguments for and against and their relative importance to the situation. The majority of points made will be relevant and there will be a clear link to the situation in the question.



HEALTH AND SOCIAL CARE

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