

# Mark Scheme (Results)

## January 2010

Principal Learning

Society, Health and Development SH106  
Health, Wellbeing and Lifestyle

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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)/(ii)	<p><b>IDENTIFY TWO</b> lifestyle choices that affect health and wellbeing in both positive [TWO ticks] and negative ways [TWO ticks] Subtract 1 mark for each wrong answer</p> <table border="1"> <thead> <tr> <th>Lifestyle Choices</th> <th>Positive</th> <th>Negative</th> </tr> </thead> <tbody> <tr> <td>Smoking cigarettes</td> <td></td> <td>✓</td> </tr> <tr> <td>Eating a balanced diet</td> <td>✓</td> <td></td> </tr> <tr> <td>Binge drinking</td> <td></td> <td>✓</td> </tr> <tr> <td>Exercising regularly</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Lifestyle Choices	Positive	Negative	Smoking cigarettes		✓	Eating a balanced diet	✓		Binge drinking		✓	Exercising regularly	✓		(2) (2)
Lifestyle Choices	Positive	Negative															
Smoking cigarettes		✓															
Eating a balanced diet	✓																
Binge drinking		✓															
Exercising regularly	✓																

Question Number	Answer	Mark
1 (b)	<p><b>IDENTIFY any ONE</b> of the following / similar: Fatty diet / bad diet / example of specific bad foods and diet eaten e.g. KFC / drinking too much alcohol / lack of exercise / not playing any sports</p>	(1)

Question Number	Answer	Mark
1 (c)	<p><b>IDENTIFY any ONE</b> of the following / similar: Risk of a specific condition / example of specific conditions e.g. Cirrhosis of Liver / Stroke / Cancer / specific cancers i.e. liver, pancreatic and similar, inability to work and earn money / social opportunities reduced / relationship problems</p>	(1)

Question Number	Answer	Mark
2 (a)(i)	<ul style="list-style-type: none"> <li>• Part-time job</li> <li>• Writing poetry</li> </ul> <p>1 mark for part-time 1 mark for writing poetry 2 marks only if both are identified</p>	(2)

Question Number	Answer	Mark
2 (a)(ii)	<p><b>IDENTIFY either ONE</b> of the following: Drinking beer / being overweight</p>	(1)

Question Number	Answer	Mark
2 (b)(i)	<b>IDENTIFY</b> any ONE of the following: Working as a teacher / yoga / teaching Ben to ride a bike	(1)
Question Number	Answer	Mark
2 (b)(ii)	<b>Lifestyle Choice - IDENTIFY</b> any ONE of the following: work / exercise i.e. Yoga <b>Explanation - of one of the above / similar:</b> Work positively affects her emotionally and socially e.g. friends and colleagues / someone to share problems with / promotion and CPD / intellectual health / mental health / quite active as a teacher so some physical benefits too / income so can buy good food if she chooses / afford treats / makes her feel good about herself Work negatively affect her i.e. stress / long hours / always work to do at home and not enough time to spend with Ben can cause stress Yoga positively affects all areas of her life and health / physical / social doing it with other people / emotionally and mentally Yoga a good de-stress exercise / something just for her / increase self-esteem Going out with friends. 1 mark for identification of lifestyle choice e.g. going to the gym plus: 1 mark for brief outline of effect Or 2 marks for amplification of effect.	(3)

Question Number	Answer	Mark
2 (b)(iii)	<b>Activity - IDENTIFY</b> any ONE of the following: Football / cycling with mum / swimming /school <b>Explanation - of one of the above / similar:</b> Cycling positively as exercise /physical health / bonding with his mum positive for health and wellbeing / social and emotional / intellectual health and development / new skill for life increase self-esteem Football positively as exercise / physical health / team skills / social and emotional / intellectual health and development / increase self-esteem Swimming - as football for positive affects to health and wellbeing Enjoying school has a positive effect on intellectual, social, emotional wellbeing and possibly physical wellbeing.  1 mark for identification plus: 1 mark for brief outline or	(3)

Question Number	Answer	Mark
2 (c)(i)	1 mark for identification 1 mark for amplification <b>DESCRIPTION</b> of one of the following / similar: more susceptible to other illnesses / shortness of breath / bad role model for Ben will make her feel bad about herself / reduced self-esteem / mental health problems / lack of confidence / feeling unattractive / pressure on joints / stress on cardiovascular system i.e. heart	(2)

Question Number	Answer	Mark
2 (c)(ii)	1 mark for identification 1 mark for amplification <b>DESCRIPTION</b> of one of the following / similar: Cancer / CHD / Stroke / reduced social &/or career opportunities / obesity - various levels of / reduced mobility / joint problems / poor self concept / low self-esteem / serious mental health conditions / Type II diabetes	(2)

Question Number	Answer	Mark
2 (d)	<b>DESCRIPTION</b> of any of the following / similar: Any sport not already mentioned / exercise classes &/or gym / eating healthy food / reducing her calorie intake / joining a weight loss club / any exercise [not Yoga] / how it would help Jayne to lose weight.  1 mark just for identification of activity or lifestyle choice 2 marks for identify and partial description of how the activity leads to weight loss 3-4 marks for full description of link to weight loss	(4)

Question Number	Answer	Mark
3 (a)	Possible answers include for example arthritis / gardening.	(1)

Question Number	Answer	Mark
3 (b)	Possible answers include for example Positive - Living with Susan and David / always got a companion as not living on her own Negatively - cannot go out as much because of arthritis / so not seeing as many people any more socially	(1)

Question Number	Answer	Mark																				
3 (c)	<p><b>IDENTIFY</b> the areas of Betty's development affected by the following factors [Total of FOUR ticks only]</p> <table border="1"> <thead> <tr> <th>Factors</th> <th>Intellectual</th> <th>Physical</th> <th>Social</th> </tr> </thead> <tbody> <tr> <td>Not going out very much</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Gardening</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Doing crosswords</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Arthritis</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	Factors	Intellectual	Physical	Social	Not going out very much			✓	Gardening		✓		Doing crosswords	✓			Arthritis		✓		(4)
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Question Number	Answer
3 (d)	<p><b>DESCRIPTION</b> of any of the following, only on Betty: To include both positive and negative affects on physical, social, emotional and mental health and wellbeing. Friendship / companionship / help with daily activities / personal hygiene help / dietary needs met / transport / care / safety / financial security May feel she is a burden / no real privacy / may feel guilty she is in the way / loss of independence</p>
<b>Level</b>	<b>Mark</b>
	0
	No rewardable material
1	1-2
	Brief description, only positive or negative
2	3-4
	Detailed description, inc. positive & negative

Question Number	Answer
3 (e)	<p><b>DESCRIPTION</b> of any of the following, only on Susan: To include both positive and negative effects on physical, social, emotional and mental health and wellbeing. Friendship / companionship / know her mum is Ok so reassuring / financially worse off / don't have to travel to visit her / always on call / no real privacy / can be hard work emotionally and physically / more tired / have to plan holidays well ahead so can arrange care for mum - so can be stressful / lead to arguments etc</p>
<b>Level</b>	<b>Mark</b>
	0
	No rewardable material
1	1-2
	Brief description only.
2	3-4
	Detailed description. For maximum marks effects on at least two aspects of health and wellbeing.

Question Number	Answer	
3 (f)	DESCRIPTION of any of the following / similar: Fear / upset / sad / stress / depression / unsafe / future illnesses and conditions because of stress / physical health /	
Level	Mark	
	0	No rewardable material
1	1-2	Brief description with some reference to effects
2	3-4	Detailed description with relevant reference to effects For maximum marks must make reference to both Betty & family

Question Number	Answer	Mark
4 (a)(i)	IDENTIFY any ONE of the following: <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviewing</li> <li>• Baseline Measurement</li> </ul>	(2)

Question Number	Answer	Mark
4 (a)(ii)	IDENTIFY ONE of the following: Weight / BMI / Blood Pressure / Pulse rate / Blood test / Urine test	(1)

Question Number	Answer	Mark
4 (b)(i)	Peak Flow test	(1)

Question Number	Answer	Mark
4 (b)(ii)	Organisation: School / Hospital or similar Worker: Teacher or school nurse / Nurse / Asthma Nurse or similar	(2)

Question Number	Answer	Mark
5 (a)	IDENTIFY any TWO of the following: Pulse Rate / Blood pressure / Waist Circumference / Body Mass Index /Blood test/ Urine test	(2)

Question Number	Indicative Content	
5 (b)	<p><b>DESCRIPTION</b> of any of the following already identified for 5 (a) 1 or 2:</p> <p><u>Pulse Rate</u> - measures the heart rate. Take the pulse rate at the wrist / sometimes either side of the neck / using two fingers / not thumb / beats per minute</p> <p><u>Blood Pressure</u> - measures the pressure exerted by the blood on the walls of the blood vessels [or similar wording] / Diastolic and systolic readings. Taken using Sphygmomanometer [any spelling] / cuff around the upper arm which is inflated / or electronic cuff machine</p> <p><u>Waist Circumference</u> - measures the size of the waist in inches or cms. Using a tape measure</p> <p><u>Body Mass Index</u> - measures whether someone falls into the healthy weight range for their height. Healthy range 19-25 / calculation of weight and height. Carried out by measuring a persons height and weight and then do a calculation to get the number</p>	
<b>Level</b>	<b>Mark</b>	
	0	No rewardable material
1	1-2	Brief description of what the baseline measurement assesses and brief description of how it is carried out by the health professional
2	3-4	Detailed description of what the baseline measurement assesses and detailed description of how it is carried out by the health professional

Question Number	Indicative Content	
6	<p><b>ASSESS</b> - Only Jayne</p> <p>Review of lifestyle choices to include: Yoga / being overweight / work as a teacher / socialising with friends / helping Ben to learn to ride his bike / no other exercise or sport</p> <p>Suggestions to improve her health and wellbeing: a new sport / exercise i.e. gym / swimming / exercise class / a hobby / join a club make new friends / maybe meet a boyfriend / lose weight via join a weight loss class or club / cook healthy and low fat meals / similar</p> <p>How these improvements will improve her health and wellbeing: physical / mental / emotional / intellectual</p>	
<b>Level</b>	<b>Mark</b>	
	0	No rewardable material
1	1-3	Only partial / brief assessment some suggestions to improve
2	4-6	Full / detailed assessment with more detailed suggestions of improvements





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