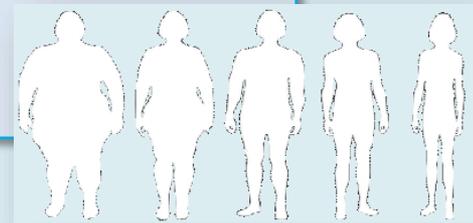


# COMPONENT 3 EXAM

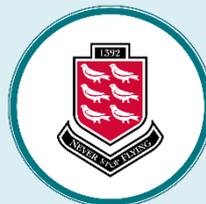
This set task is out of 60 marks  
and will task 2 hours.

There are 18 questions giving  
you 2 minutes per mark.  
Question 16 and 17 have an  
a) and b)



# Exam question focus

<p>The positive or negative effects of factors on health and wellbeing (Q1 -7, sometimes Q8 also)</p>	<p>The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event (Q7- 10)</p>	<p>Interpretation of physiological data according to published guidelines (Q11)</p>
<p>Focused on the potential significance of abnormal readings of physiological indicators in terms of short term or long-term risks (Q12)</p>	<p>How lifestyle choices determine physical health (Q13)</p>	<p>Pearson centred approach to improving health and wellbeing (Q14)</p>
<p>How a person's circumstances could affect their ability to follow recommendations for improving health (Q15)</p>	<p>Recommendations and actions that are aimed at improving health and wellbeing (Q16a)</p>	<p>Support available when following recommendations (informal / formal) (Q16b)</p>
<p>Barriers and obstacles to following recommendations (Q17a &amp; 17b)</p>	<p>How a person's circumstances could affect an area of their PIES development during a particular life stage (Q18)</p>	



# Component 3 content

## Questions 1 – 8/9

- These questions will focus on the positive or negative factors, that effect health and wellbeing.

Explain **two** positive effects that having supportive relationships with friends could have on health and wellbeing.

- 2 questions will be multiple choice tick boxes, identifying one or two factors.

Any From:  
Physical factors  
Lifestyle factors  
Social factors  
Cultural factors  
Economic factors  
Environmental factors

1 Identify **one** lifestyle factor that can affect health and wellbeing.

- A Employment situation
- B Substance misuse
- C Social inclusion
- D Gender roles

1

(Total for Question 1 = 1 mark)

Example of a multiple-choice question

4 Identify **two** environmental factors that can affect health and wellbeing.

- A Physical ability
- B Housing needs
- C Gender roles
- D Air pollution
- E Work status

Example of a multiple-response question



### Get this right when asked to *explain*:

- These questions are usually worth **2 or 4 marks**
- Marks are always **awarded in pairs** – 1 mark for correctly identifying a point and 1 additional mark for an appropriate expansion
- Make a **point** e.g. an effect
- Be **specific** about it, use the right **key term** for it
- Expand each point to a **full explanation** e.g. how that effect impacts health and wellbeing

## Question 11

- This will be a state question of one of the physiological indicators.

11 State the correct classification for a blood pressure of 120/68 mm/Hg.

Ideal / normal blood pressure ✓

(Total for Question 11 = 1 mark)

This could also  
be:

BMI

Heart rate

Resting

heartbeat

## EXAM GOLD

**Get this right when asked to *identify / state / give*:**

- Identify or state questions can be answered briefly by either **ticking the box** if it is a multiple choice/response question or with **short answers** if there is space to write
- **Read the question carefully** and give what is specifically required – if it asks for a physical factor, emotional or social will not be credited (even if they are accurate)
- Check your answer **matches the context and be precise**



## Question 12

- This question relates to a potentially abnormal physiological indicator, you will need to **Explain** how that indicator could impact **current** physical health. This is worth 4 marks in total.

The practice nurse at the GP surgery informs Elizabeth that she has high blood pressure.

12 Explain two potential long-term risks of Elizabeth's blood pressure on her physical health.

1 She is at risk of having a heart attack as the heart is working harder to pump blood around the body and could be strained

2 She could have a stroke because the high blood pressure can cause blood clots in the brain and damage the blood vessels.



## Question 13

- This could be linked to question 12.
- An **Explain** question, about lifestyle choices.

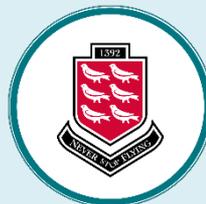
## Question 14

- This is another multiple-choice tick box wanting you to identify why a **person-centred approach** is important to improve health and wellbeing.

14 Identify one individual circumstance that the person-centred approach should consider.

- A Ability
- B Hair colour
- C Height
- D Shoe size

(Total for Question 14 = 1 mark)



# Question 15

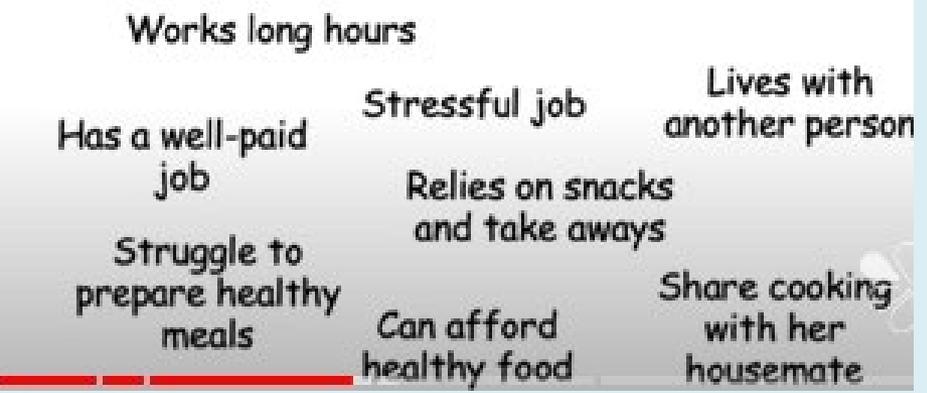
Using the information provided, discuss the circumstances of an individual. Remember to annotate.

The nurse wants to provide Elizabeth with some information and support to improve her health and wellbeing. Elizabeth has a demanding job that requires shift work, overtime and responding to emergencies. Elizabeth is well paid. She lives with one other adult.

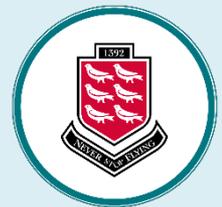
The practice nurse suggests that Elizabeth eats a healthy diet every day.

15 Discuss how Elizabeth's circumstances could affect her ability to eat a healthy diet.

<b>MINI CHECKLIST:</b>
Life stage
Factors affecting health
Health or social care needs
Sources of support



- Get this right when asked to discuss:**
- Aim to make a minimum of four good points
  - Be specific, **link appropriately** to the case study scenario
  - Expand each point to a **full explanation**
  - Consider **alternative perspectives** e.g. positives and negatives
  - Create a **logical** and **linked discussion**, showing how your points interrelate



## Question 16a

This is the question where you need to fill in the table. Stating 3 actions and how these actions could improve health and wellbeing.

	Three actions	Ways the actions could improve Sonia's health and wellbeing
1	To reduce alcohol consumption ✓	To reduce the risk of alcohol-related cancers ✓
2	To increase physical activity ✓	To reduce the risk of weight gain/obesity ✓
3	To get professional support to monitor her blood pressure ✓	To reduce the risk of cardiovascular disease ✓

6



## Question 16b

This question asks you to **Explain** types of support, it could be **formal or informal**.

Sonia has a follow-up appointment with the doctor.

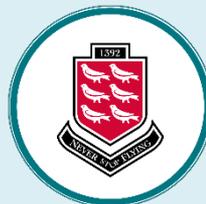
- She is given the details of a **support group** for helping reduce alcohol consumption.
- She is given the contact details of the **charity** the British Heart Foundation.

(b) Explain **two** ways formal support could improve the health and wellbeing of Sonia.

(4)

1 Can provide information and advice so she can make informed healthy lifestyle choices e.g. healthy eating.

2 Can monitor her blood pressure so she knows whether her lifestyle changes are working.



# Question 17a

This question is asking you about **barriers**, you need to **explain two** from the case study.

Reem lives on the outskirts of a large city. She has recently moved to the UK and has limited English. Reem has a vision impairment. She cannot drive but there is a bus and tram network in the city. Reem wants to join a healthy living group in the city centre.

17 (a) Explain **two** barriers that could prevent Reem from improving her health and wellbeing.

(4)

1 Because she has a sensory disability, she may have difficulty reading information due to her vision impairment. This could make it difficult to receive written information on healthy eating.

2 Reem speaks English as an additional language so she may have difficulty understanding others which could make it difficult to understand what people are saying when giving her health

## Physical

Access to and within a service that does not support independent.  
Medication side effects

## Sensory

Sight, hearing impaired people who need adaptations to allow independent access

## Social, cultural, language

Social circumstances and mental wellbeing, cultural factors and communication problems.

## Financial

Money not readily available to get to a service or pay for medication

## Geographical

No bus route and long distance from a service, rural location.



# Question 17b

This question is asking you about the obstacles faced by an individual.

Dustin lives in a supported living flat, but he does not trust his support worker. His family do not live nearby and he struggles with friendships. Dustin dislikes new people and new places.

Dustin's support worker wants him to go to the leisure centre three times per week on his own, to improve his health and wellbeing.

(b) Explain **two** obstacles that could prevent Dustin from improving his health and wellbeing.

Dustin has emotional/psychological confidence issues and lack of trust and therefore feels insecure and afraid to go to the leisure centre. He will feel isolated and misunderstood, withdrawing further. (4)

... Dustin has been set an unachievable target, 3 times a week when he lacks confidence and dislikes new people and places, this will put him off/demotivate him and therefore not go to leisure centre.

Lack of support, no family nearby, struggles with friendship and doesn't trust support worker therefore no one to go with him, to share worries and be reassured, to help with communication

Not having enough time, very busy with work or family

Lack of Support

Isolated and maybe embarrassed, don't want to ask anyone

Emotional Psychological

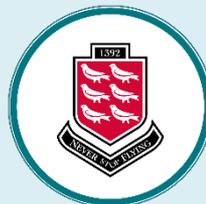
Social circumstances and mental wellbeing, cultural factors and communication problems.

Unachievable targets

A plan of improving health is too ambitious and unrealistic

Availability of resources

No spare money to buy or not living near to suitable area.



## Question 18 – PEE (Point, example, explain)

This is a **Discuss** question, looking at the circumstances of an individual based on **the case study**. Make sure you have clearly identified which of the **PIES** it is wanting you to discuss.

### Case study

Loretta is 52 years old. She has been happily married for 32 years. Loretta has a job she enjoys.

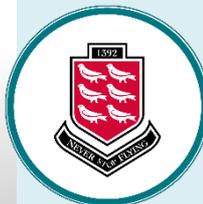
Loretta has started experiencing symptoms such as hot flashes at night, tiredness and hair loss.

Loretta's daughter is getting married and will move out of the family home.

18 Discuss how Loretta's circumstances may affect her emotional development in middle adulthood.

Loretta is in middle adulthood and in a good place in her life. Her long-term relationship with her partner means she feels loved and secure. She will have high self-esteem because she is in a loving relationship but also because she has a job that she enjoys. She may have good job satisfaction and she might feel like she is contributing to society if she does a job like a teacher or doctor making her feel good about herself. She will also be excited for the wedding and happy for her daughter.

However, there are negatives for Loretta because she might feel a bit sad or depressed as her daughter is leaving home. Also because of her life stage she may be going through the menopause and experience emotional effects such as anxiety and this could make her less confident work or at the wedding especially as she is losing some of her hair and might be getting wrinkles.



<b>Term</b>	<b>Definition</b>
<b>Comprehensive</b>	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
<b>Confident/ce</b>	Exhibit certainty, having command over information/argument, etc. Demonstrate secure application of skills or processes.
<b>Consider/ Consideration</b>	Review and respond to given information.
<b>Considered</b>	Reached after, or carried out with, careful thought.
<b>Consistency</b>	Steps in a process followed repeatedly and as intended.
<b>Creative</b>	Using techniques, equipment and processes to express ideas or feelings in new ways.
<b>Demonstrate</b>	Carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe/Description</b>	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
<b>Detailed</b>	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
<b>Developed</b>	Consider and expand on all relevant points in detail.
<b>Dexterity/Dextrous</b>	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
<b>Effective</b>	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
<b>Excellent</b>	Consistently high standard of skill in completing a practical task.
<b>Extensive</b>	Large in range or scope.
<b>Few</b>	A small number or amount, not many but more than one.
<b>Fully</b>	Completely or entirely; to the fullest extent.
<b>Generally</b>	Appropriate in most cases, with a few exceptions.
<b>Generic</b>	Characteristic of or relating to a class or group of things; not specific.
<b>Good</b>	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.
<b>Identify/ing/ Identification</b>	Name or otherwise characterise the main features or purpose of something.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson BTEC Level 1/Level 2 Tech Award

**Tuesday 7 May 2024**

Morning (Time: 2 hours)

Paper  
reference

**BHS03**

### **Health and Social Care** **COMPONENT 3: Health and Wellbeing**

**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 candidate 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 60.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

P80168RA

©2024 Pearson Education Ltd.  
1/1/1/1



  
Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Identify **one** environmental factor that can affect health and wellbeing.

- A Gender expectations
- B Exposure to pollution
- C Inherited conditions
- D Relationship changes

(Total for Question 1 = 1 mark)

2 State **two** positive effects that a balanced diet can have on health and wellbeing.

1 .....

.....

2 .....

.....

(Total for Question 2 = 2 marks)

3 State **one** lifestyle factor, **other** than nutrition, that can affect health and wellbeing.

.....

.....

(Total for Question 3 = 1 mark)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

2

4 Identify **two** cultural factors that can affect health and wellbeing.

- A Sexual orientation
- B Physical abilities
- C Supportive relationships
- D Gender identity
- E Employment situation

(Total for Question 4 = 2 marks)

5 Explain **one** negative effect of unsafe housing on an individual's health and wellbeing.

.....

.....

.....

.....

(Total for Question 5 = 2 marks)

6 Explain **two** positive effects that community participation can have on health and wellbeing.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

(Total for Question 6 = 4 marks)



7 Give **one** negative effect that redundancy can have on the emotional health of an individual.

.....  
.....

(Total for Question 7 = 1 mark)

8 Explain **two** positive effects that inheriting a large sum of money could have on an individual's health and wellbeing.

1 .....

.....  
.....  
.....

2 .....

.....  
.....  
.....

(Total for Question 8 = 4 marks)

9 State **one** negative emotional effect of parenthood on an individual.

.....  
.....

(Total for Question 9 = 1 mark)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**10** Explain **two** effects that being excluded from school could have on the social wellbeing of an individual.

1 .....

.....

.....

2 .....

.....

.....

**(Total for Question 10 = 4 marks)**

**11** State the correct classification for a blood pressure of 150/98mmHg.

.....

.....

**(Total for Question 11 = 1 mark)**

The nurse has advised Jan that he has an obese body mass index (BMI).

**12** Explain **two** ways that obesity could be a risk to Jan's future physical health.

1 .....

.....

.....

2 .....

.....

.....

**(Total for Question 12 = 4 marks)**



P 8 0 1 6 8 R A 0 5 1 2

Jan enjoys large meals and regularly eats at restaurants. He always drinks a pint of beer with his fish and chips.

**13** Explain how Jan's diet could cause an increase in his body mass index (BMI).

.....

.....

.....

.....

**(Total for Question 13 = 2 marks)**

**14** Identify **one** wish that an individual may have that the person-centred approach should consider.

- A** Having a lack of support
- B** Being addicted to substances
- C** The age of the person
- D** Prefers vegetarian food

**(Total for Question 14 = 1 mark)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





Branca is overweight. She has a desk job in a call centre and so she sits down all day. Branca describes her diet as unhealthy and she drinks 16 units of alcohol per week. Branca had a health check at work and was advised to improve her health.

16 (a) Complete Table 1 by:

- (i) stating **three** actions that will improve Branca's health and wellbeing (3)
- (ii) giving **three** ways these actions could improve Branca's health and wellbeing. (3)

	Three actions	Ways the actions could improve Branca's health and wellbeing
1		
2		
3		

Table 1

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Branca feels like she is stuck in a negative cycle of bad habits.

She lives with three other young people in a house share and they all get on well. There is a community centre close to Branca's home and a gym at work. Branca's family are supportive.

(b) Explain **two** ways informal support could improve the health and wellbeing of Branca.

(4)

1 .....

2 .....

**(Total for Question 16 = 10 marks)**



Ajit was born in northern India but now lives in central London. His religious beliefs mean that he follows a strict lifestyle, not consuming or using any animal products.

Ajit has a medical condition that reduces his physical mobility. He requires medication for his condition and last year he was referred to the hospital for surgery. The local NHS Trust is very busy and has reported staff shortages.

17 (a) Explain **two** barriers that could prevent Ajit from improving his health and wellbeing.

(4)

1 .....

.....

.....

.....

.....

2 .....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Ajit works long hours as an accountant and often feels stressed by his work. He lives alone, has no family nearby, and has not had time to build up a network of friends.

Ajit needs to complete twice weekly physiotherapy to improve his mobility. The physiotherapy has been scheduled for 11am on Mondays and Wednesdays.

- (b) Explain **two** obstacles that could prevent Ajit from improving his health and wellbeing.

(4)

1 .....

.....

.....

2 .....

.....

.....

**(Total for Question 17 = 8 marks)**







# Mark Scheme

June 2024

Pearson BTEC Tech Award  
In Health & Social Care (BHS03)  
Component 3: Health &  
Wellbeing

## 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 website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

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:  
<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>  
You will need an Edexcel Online 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](http://www.pearson.com/uk).

June 2024

Publications Code BHS03\_2406\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

## Component 3: Health & Wellbeing

### General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

### Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:

1. Mark scheme rubric: A mark scheme rubric instructs an examiner as to how each mark is awarded.
2. Example responses: These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.
3. Additional marking guidance: This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

### Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

### Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:
 

Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make

some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.

2. Levels-based descriptors:

Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

**Applying the levels-based descriptors**

Examiners should take a 'best fit' approach to determining the mark.

- Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
  - marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
  - where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

Question Number	Answer	Mark
1	<p>Award one mark for the correct response.</p> <p><b>B – Exposure to pollution (1)</b></p> <p><i>A is not correct because 'gender expectations' is a cultural factor</i>  <i>C is not correct because 'inherited conditions' is a physical factor</i>  <i>D is not correct because 'relationship changes' is a life event</i></p>	1

Question Number	Answer	Mark
2	<p>Award up to two marks for two positive effects of <b>balanced diet</b> on health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Will maintain/help achieve a healthy weight/body mass index (BMI) (1)</li> <li>• Will reduce risk of disease (1)</li> <li>• Will strengthen immune system (1)</li> <li>• Will have enough energy (1)</li> <li>• Will be able to concentrate/focus/learn (1)</li> <li>• Will have positive self-image/body image (1)</li> <li>• Will have positive self-esteem/confidence (1)</li> <li>• Improved mood/mental health/happiness (1)</li> </ul> <p>Accept up to two examples of specific/named diseases of relevance.</p> <p>Do not accept references to 'fit' and 'healthy' as this is not specific enough.</p> <p>Effects can be physical, intellectual, emotional or social and both answers can come from the same category.</p> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
3	<p>Award one mark for any of the following <b>lifestyle factors</b>:</p> <ul style="list-style-type: none"> <li>• Physical activity/exercise (1)</li> <li>• Smoking/tobacco (1)</li> <li>• Alcohol (1)</li> <li>• Substance/drug use/misuse (1)</li> </ul> <p>Accept specific examples of drugs.</p> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
4	<p>Award one mark for each correct response up to a maximum of two marks.</p> <p><b>A – Sexual orientation (1)</b> <b>D – Gender identity (1)</b></p> <p><i>B is not correct because 'physical abilities' is a physical factor</i> <i>C is not correct because 'supportive relationships' is a social factor</i> <i>E is not correct because 'employment situation' is an economic factor</i></p>	2

Question Number	Answer	Mark
5	<p>Award one mark for giving a <b>negative</b> effect of <b>unsafe housing</b> and a further one mark for a linked expansion of how it can negatively affect health and wellbeing, up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Anxiety/stress/fear (1) if the house is not secure/the neighbourhood is dangerous (1)</li> <li>• Injuries/accidents (1) due to the house being dangerous/poorly maintained (1)</li> <li>• Poor hygiene/infections (1) if the house is unsanitary/lack of hot water/poorly cleaned or maintained bathroom (1)</li> <li>• Disease/breathing problems/weaker immune system (1) if mould is present (1)</li> <li>• Abuse/neglect (1) if there is conflict within the home (1)</li> <li>• Lack of sleep (1) due to worry about the safety of the home (1)</li> <li>• Social isolation/exclusion (1) because embarrassed to invite people over/scared to go out (1)</li> </ul> <p>Effects can be physical, intellectual, emotional or social.</p> <p>Expansions may be interchangeable.</p> <p>Effects/expansions may be interchangeable.</p> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
6	<p>Award one mark for giving a <b>positive</b> effect of <b>community participation</b> and a further one mark for a linked expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Increased physical activity (1) because community participation is often outdoors (1)</li> <li>• Learning new skills (1) as they work with others to solve local problems (1)</li> <li>• Happiness/improved mood (1) because they are meeting new people/feel wanted (1)</li> <li>• Sense of belonging/inclusion (1) because they meet/work together with neighbours/have a role in the community (1)</li> <li>• Contentment/increased self-concept/pride (1) because they are doing something worthwhile/helping others (1)</li> <li>• Increased social opportunities (1) as they build new relationships with local people (1)</li> <li>• Increased support (1) as they have others to share concerns with (1)</li> </ul> <p>Effects can be physical, intellectual, emotional or social and both answers can come from the same category.</p> <p>Expansions may be interchangeable. Can only be awarded once if appropriate.</p> <p>Effects/expansions may be interchangeable.</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
7	<p>Award one mark for giving a <b>negative</b> effect of <b>redundancy</b> on <b>emotional</b> health.</p> <ul style="list-style-type: none"> <li>• Negative self-image (1)</li> <li>• Reduced self-esteem (1)</li> <li>• Reduced confidence/security (1)</li> <li>• Guilt/shame/embarrassment (1)</li> <li>• Anger (1)</li> <li>• Worry/anxiety/fear/stress (1)</li> <li>• Low mood/poor mental health (1)</li> </ul> <p>Allow specific examples.</p> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
8	<p>Award one mark for a <b>positive</b> effect of <b>inheriting a large sum of money</b> on health and wellbeing and a further one mark for a linked expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Healthier diet (1) as they will be able to afford the most nutritious foods (1)</li> <li>• Improved access to physical activity/exercise (1) because they will be able to purchase a gym membership/equipment (1)</li> <li>• Feeling happy/content with life (1) as they will be able to afford to buy luxuries/material goods (1)</li> <li>• More opportunities to socialise with friends (1) as they will have disposable income to spend (1)</li> <li>• Reduced stress (1) as they will no longer have financial worries (1)</li> <li>• Improved self-concept (1) as they can make a financial plan for their future/family (1)</li> <li>• Improved access to healthcare (1) as could pay for private care/insurance/medications (1)</li> </ul> <p>Effects can be physical, intellectual, emotional or social and both answers can come from the same category.</p> <p>Expansions may be interchangeable but can only be awarded once if appropriate.</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
9	<p>Award one mark for giving a <b>negative</b> emotional effect of parenthood.</p> <ul style="list-style-type: none"> <li>• Regret/remorse/nostalgia (1)</li> <li>• Sadness/low mood/postnatal depression (1)</li> <li>• Anxiety/fear/worry/stress (1)</li> <li>• Low self-concept/self-doubt (1)</li> </ul> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
10	<p>Award one mark for an effect of <b>exclusion from school</b> on <b>social</b> wellbeing and a further one mark for a linked expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Reduced social interactions (1) because they may not know about social events that are happening (1)</li> <li>• Exclusion from social occasions (1) because of stigma/friends not knowing if they should invite them (1)</li> <li>• May lose friends (1) because their friends may be embarrassed/fearful (1)</li> <li>• Isolation (1) due to feeling embarrassed/let down/angry (1)</li> <li>• Loss of supportive relationships (1) because they longer see school staff (1)</li> <li>• Lonely (1) won't be spending time with friends at school (1)</li> <li>• Could make new friends (1) because they may connect with others in the same situation (1)</li> </ul> <p>Effects can be positive or negative.</p> <p>Expansions may be interchangeable but can only be awarded once if appropriate.</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
11	<p>Award one mark for the correct response.</p> <p>High/high blood pressure/high BP/abnormally high/abnormally high BP/hypertension (1)</p>	1

Question Number	Answer	Mark
12	<p>Award one mark for correctly identifying one risk to future physical health of <b>obesity</b> and a further one mark for a linked expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Increased risk of heart disease/heart attack (1) because his arteries may be clogged with fat/plaque/cholesterol (1)</li> <li>• Increased risk of stroke (1) because blood clot may travel to the brain (1)</li> <li>• Increased risk of type 2 diabetes (1) because increased fat increases insulin resistance/ /circulating blood glucose will be higher (1)</li> <li>• Increased risk of blood clots (1) because his blood won't circulate as efficiently (1)</li> <li>• Increased risk of cancer (1) because fat cells can contribute to excess cell growth (1)</li> <li>• Increased risk of arthritis (1) as increased mass puts extra strain on joints (1)</li> <li>• Development of hypertension/high blood pressure (1) as excess fat puts pressure on the kidneys (1)</li> <li>• Future loss of mobility/inability to walk (1) if he continues to gain weight and becomes severely obese (1)</li> <li>• Premature death (1) due to organ failure (1)</li> </ul> <p>Expansions may be interchangeable but can only be awarded once if appropriate.</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
13	<p>Award one mark for how <b>his diet</b> could increase Jan's body mass index and a further one mark for a linked expansion, up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• He is eating too many calories/portions that are large (1) so if he is not burning this off he will gain weight (1)</li> <li>• He is eating a lot of deep-fried food/saturated fat (1) so his body will store the extra/unused calories as fat (1)</li> <li>• His food and drink choices are linked to increased cravings for salty/fatty foods (1) so he will feel the need to consume even more increasing his weight gain (1)</li> <li>• He is not following government recommendations/Eatwell guide/balanced diet (1) which can lead to over-nutrition/consumption of more food than is needed (1)</li> <li>• Alcohol is high in calories but has no nutritional value (1) so he will take in more calories than recommended (1)</li> <li>• Alcohol slows your metabolism (1) so his body will not use the calories as effectively (1)</li> </ul> <p>Do not accept 'unhealthy' as not specific enough.</p> <p>Expansions may be interchangeable but can only be awarded once.</p> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
14	<p>Award one mark for the correct response.</p> <p>D – Prefers vegetarian food (1)</p> <p>A is not correct because that is a circumstance B is not correct because that is a circumstance C is not correct because that is a circumstance</p>	1

Question Number	Answer	Mark
15 <b>Synoptic question</b>	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content, but learners should be rewarded for other relevant answers.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• As he has recently been made redundant, he may use smoking as a coping mechanism/for stress relief. He might not know how to deal with his feelings without it.</li> <li>• Jan has caring responsibilities and may use smoking to relax. He may not have any other relaxation methods.</li> <li>• Jan is experiencing a difficult life event and he may feel he deserves to smoke. He might be reluctant to change or happy to accept that smoking is a part of his life.</li> <li>• Jan is surrounded by other smokers so he may lack the support required to quit/he may feel pressured to continue smoking/may feel that it is a normal part of life.</li> <li>• Jan may be addicted to or dependent on the nicotine in cigarettes and therefore find it difficult to give up.</li> <li>• Jan may be able to use the support and encouragement of his husband and mother to give up smoking, particularly if they all try to quit together.</li> <li>• Jan may use this life event as a fresh start, giving him additional reasons to quit smoking.</li> </ul> <p>Accept any other appropriate responses.</p>	6

Level	Mark	Descriptor
Level 0	0	No rewardable content
Level 1	1 – 2	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions.</li> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.</li> </ul>
Level 2	3 – 4	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>• Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.</li> </ul>
Level 3	5 – 6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>• Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.</li> </ul>

Question Number	Answer	Mark
<p><b>16 (a)</b></p>	<p>Award one mark for correctly identifying a recommended action that considers Branca’s needs and circumstances, and one further mark for a <b>linked expansion</b> of the way the action will improve Branca’s health and wellbeing, up to a maximum of six marks.</p> <p>(i) Stating <b>three</b> actions that will improve Branca’s health and wellbeing.</p> <ul style="list-style-type: none"> <li>• To follow the Eatwell Guide/eat a balanced diet (1)</li> <li>• See a dietitian/get professional support to monitor her weight/plan how to lose weight (1)</li> <li>• To reduce/stop alcohol use (1)</li> <li>• To get professional support to reduce her alcohol intake /see an alcohol support worker/join a support group for alcohol users (1)</li> <li>• To increase physical activity in line with government recommendations (1)</li> </ul> <p>(ii) Ways the actions could improve Branca’s health and wellbeing.</p> <ul style="list-style-type: none"> <li>• To increase her chance of reaching a healthy weight (1)</li> <li>• To reduce risk of disease, e.g. type 2 diabetes (1)</li> <li>• To reduce the risk of serious harm to health, e.g. heart attack (1)</li> <li>• To reduce risk of alcohol related cancers (1)</li> <li>• To increase cardiovascular fitness (1)</li> </ul> <p>Expansions (ways) may be interchangeable but can only be awarded once if appropriate.</p> <p>Accept any other appropriate response that shows a consideration of Branca's needs and circumstances.</p>	<p><b>(6)</b></p>

Question Number	Answer	Mark
16 (b)	<p>Award one mark for correctly identifying a way <b>informal support</b> could improve Branca’s health and wellbeing and one further mark for a linked expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Give her confidence/reassurance/emotional support (1) so it is easier to reach targets (1)</li> <li>• Provide motivation /encouragement/enjoyment (1) so she is more likely to succeed (1)</li> <li>• Give practical support/change health behaviours with her (1) so she doesn’t feel it is too hard (1)</li> <li>• Go to the gym with her (1) so she feels more comfortable with it (1)</li> <li>• Go on a diet with her (1) so she doesn’t feel like she is alone (1)</li> <li>• Monitor progress (1) to help keep her on track/give her the push she needs (1)</li> <li>• Give information/advice (1) so she knows what/how to change (1)</li> <li>• Don’t offer her unhealthy food/alcohol so she is not tempted (1) which may increase her chances of not engaging in unhealthy behaviours (1)</li> <li>• Local community groups may have diet/cooking classes she can attend (1) to improve her knowledge (1)</li> <li>• Local community centre may have exercise/sport classes she can attend (1) to increase her physical activity levels (1)</li> </ul> <p>Expansions may be interchangeable but can only be awarded once if appropriate.</p> <p>Accept any other appropriate response that shows a consideration of Branca's needs, wishes and circumstances.</p>	4

Question Number	Answer	Mark
17 (a)	<p>Award one mark for correctly identifying one barrier that may prevent Ajit from improving his health and wellbeing and one further mark for a linked expansion, up to a maximum of four marks. The answer must show a consideration of Ajit's needs, wishes and circumstances.</p> <ul style="list-style-type: none"> <li>• He may find it difficult to travel to the hospital (1) which could make it difficult to attend appointments without support (1)</li> <li>• He may not understand how health and social care services operate in the UK (1) so may not access everything he is entitled to (1)</li> <li>• He may not be willing to take certain medications if they contain animal products (1) which may compromise his ability to get better (1)</li> <li>• He may have English as an additional language (1) making it hard for professionals to understand/help him OR making it hard for him to understand health information (1)</li> <li>• Issues with his physical abilities may stop him being active/exercising (1) delaying his recovery/worsening his condition (1)</li> <li>• Religious dietary requirements may reduce protein/balance in diet (1) which may impact on his recovery from surgery (1)</li> <li>• The local NHS Trust may have a long waiting list (1) meaning that Ajit may not receive care in a timely manner (1)</li> </ul> <p>Expansions may be interchangeable but can only be awarded once if appropriate.</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
17 (b)	<p data-bbox="421 286 1166 472">Award one mark for correctly identifying one obstacle that may prevent Ajit from improving his health and wellbeing and one further mark for a linked expansion, up to a maximum of four marks. The answer must show a consideration of Ajit's needs, wishes and circumstances.</p> <ul data-bbox="469 510 1166 1283" style="list-style-type: none"> <li>• Ajit has a full-time job/a lot of responsibility (1) so taking time off for appointments/physiotherapy may not be possible (1)</li> <li>• Ajit does not have support (1) so he won't have anyone to motivate him to improve his health and wellbeing (1)</li> <li>• Ajit has no family to help him get to appointments (1) so he will struggle to attend appointments using public transport/walking (1)</li> <li>• Ajit has multiple life events going on/lack of time (1) so he may avoid making improvements to his health and wellbeing /he may develop high blood pressure/his mental health could become a problem (1)</li> <li>• He may feel stigmatised/discriminated against (1) may be reluctant to ask for help (1)</li> <li>• His physiotherapy has been scheduled during working hours (1) so he may give up/miss his appointments (1)</li> </ul> <p data-bbox="421 1357 1126 1417">Expansions may be interchangeable but can only be awarded once if appropriate.</p> <p data-bbox="421 1453 1010 1482">Effects/expansions may be interchangeable</p> <p data-bbox="421 1518 954 1547">Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
<p><b>18</b> <b>Synoptic question</b></p>	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content, but learners should be rewarded for other relevant answers.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Lissy and Jerome are sexually mature, which means they can reproduce – they are now becoming parents</li> <li>• Lissy is at peak fertility in this life stage as evidenced by becoming pregnant</li> <li>• Lissy has a chronic condition and may experience pain during sickle cell crises</li> <li>• Lissy’s condition may be well managed as she has regular treatment from secondary care services, so the impact on her physical development could be limited</li> <li>• Lissy will experience changes to her body due to pregnancy, for example her periods will stop, she will gain weight and there will be pressure on her organs. She might experience nausea and changes to skin and hair</li> <li>• Lissy will go through pain during labour/birth</li> <li>• Lissy may not know how her body will respond to pregnancy due to her medical condition so she might need more specialist treatment/ Lissy’s sickle cell disease will make her pregnancy more high-risk</li> <li>• Lissy should be at peak physical fitness in this life stage but this might be compromised her medical condition as she may not have developed in the same way as peers without sickle cell disease</li> <li>• Lissy should have peak strength and stamina but this could be compromised by her condition as it causes shortness of breath and fatigue</li> <li>• Becoming parents is physically demanding and very tiring</li> <li>• Informal support from Jerome may reduce the physical burden on Lissy</li> </ul>	<p><b>6</b></p>

Level	Mark	Descriptor
Level 0	0	No rewardable content
Level 1	1 – 2	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions.</li> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.</li> </ul>
Level 2	3 – 4	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>• Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.</li> </ul>
Level 3	5 – 6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>• Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.</li> </ul>



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom





Pearson  
BTEC

# Examiners' Report Principal Examiners Feedback

June 2024

BTEC Reformed Tech Awards  
Component Three  
Health and Social Care  
BHS03

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. 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](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. 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)

June 2024

Publications Code BHS03\_2406\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## **Grade Boundaries**

### **What is a grade boundary?**

A grade boundary is where we set the level of achievement required to obtain a certain grade for each component in the qualification. We set grade boundaries for each grade, at Distinction, Merit and Pass.

### **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 is for a particular grade.

We review grade boundaries each time a new exam or assessment is completed through a process called awarding. The grade boundaries indicate the minimum number of raw marks learners need to achieve to get a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the assessment.

Grade boundaries for this, and all other papers, are available on our website via this [link](#)

## Content

Introduction	5
Overall Performance on the Component	7
Individual Questions	8
Summary	37
Available Support and Useful Information	38

## Introduction

This was the second external assessment series for the revised BTEC Tech Award which was available for first teaching from September 2022. There is one externally assessed Component – Component 3 Health and Wellbeing. The external assessment process was judged to be straightforward.

The content of the revised Component 3 specification remains broadly like that of the legacy BTEC Tech Award. Notable differences are increased clarity on factors affecting health and wellbeing, a reduced number of physiological indicators, an extension of content on the person-centred approach, and increased clarity on barriers and obstacles to health improvement.

The question paper for the revised Component 3 is somewhat different. When compared to the legacy Tech Award:

- This paper uses a wider variety of item types, e.g. multiple-choice questions (MCQ), multiple-response questions (MRQ), short open response questions (SOR) and extended open response questions (EOR). As well as novel methods such as tables to complete.
- This paper uses lower-demand command words such as *give*, *state*, *identify*, which are offered in sequence prior to the commencement of higher demand SOR *explain* and EOR *discuss*.
- Fewer items are contextualised and where context is provided, it is shorter in length and applies to fewer items.
- EOR *discuss* items are targeted across grades and draw on knowledge acquired by learners throughout Components 1 and 2.

In Component 3 learners explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing. The Component 3 paper uses questions to draw out learner knowledge, understanding, application and ability to make connections between aspects of health and wellbeing.

The question paper followed the format identified in the sample assessment materials, which can be reviewed [here](#). The paper was split into 18 questions and the total number of marks available was 60.

The paper began with several accessible lead-in questions and generally ramped in demand through the paper. The first 11 questions were not contextualised. The first 10 questions required learners to demonstrate knowledge and understanding and apply knowledge and understanding, of the factors and life events that affect health and wellbeing.

The second half of the paper contains contextual case study information, to support learner answers. Contextual information is kept concise and to the point. Questions 11 to 13 required learners to demonstrate knowledge, understanding and application of physiological and lifestyle indicators. From Question 14 onwards, to some extent the principles of the person-centred approach should underpin all learner responses. Specifically, Question 15 is the first *discuss* EOR, which provides the opportunity for learners to demonstrate the extent of their learning and ability to make connections between concepts, as they consider how a variety of circumstances can restrict or facilitate an individual's ability to improve their health and wellbeing. This question is assessed using a levels-based marking grid. Questions 16a and 16b require learners to demonstrate knowledge, understanding and application of possible recommendations to improve health and wellbeing and how individuals can be supported to do this. Questions 17a and 17b require learners to demonstrate knowledge, understanding and application of barriers and obstacles which may present challenges to individuals wishing to improve their health and wellbeing. Finally, Question 18 is the second *discuss* EOR, which provides the opportunity for learners to demonstrate the extent of their learning and ability to make connections between concepts, as they consider how a variety of circumstances can influence a specified area of growth and development of an individual at a given life stage. This question is assessed using a levels-based marking grid.

## Introduction to the overall performance of the component

The question paper facilitated a full range of learner outcomes across the grade profile.

Learners at the Distinction level used a wide range of skills, techniques and processes effectively within their scripts. They demonstrated comprehensive knowledge, understanding and application of information and concepts related to health and wellbeing. These learners showed a good level of analysis and evaluation of issues and scenarios, considering a mostly relevant and balanced range of factors when discussing the circumstances of provided case study individuals.

Learners at the Pass level used some appropriate skills and techniques some of the time. They were able to demonstrate appropriate and accurate knowledge, particularly with reference to factors and life events affecting health and wellbeing. These learners had less comprehensive knowledge and less developed skills in articulating explanations related to the effects of physiological and lifestyle indicators on health and wellbeing, and the role of healthcare professionals in supporting individuals to make health improvements. These learners showed inconsistent analysis and evaluation when responding to the *discuss* EORs and tended to provide descriptive and one-sided answers.

Learners at the Level 1 Pass level showed basic knowledge across the paper, although explanations and application were lacking.

Overall, learner responses to this paper were strong and reflect the increased accessibility of the revised question paper.

This report has been written to help you understand how learners have performed overall. There is a brief analysis of learner responses and examples of learner responses for each question. These should help to provide additional guidance for future assessment opportunities. This Principal Examiner's Report should be considered in conjunction with the live assessment material (question paper) and the corresponding mark scheme.

## Individual Questions

### Question 1

Overall, this question was well answered.

Learners should be reminded to follow the instructions provided on marking the check boxes and what to do if they change their answer.

In this example, 1 mark was awarded for correctly identifying the answer:

1 Identify **one** environmental factor that can affect health and wellbeing.

- A Gender expectations
- B Exposure to pollution
- C Inherited conditions
- D Relationship changes

### Question 2

Overall, this question was well answered, and a wide range of appropriate responses were seen.

Learners would benefit from responding in a way appropriate to the demands of the command word 'state' which does not require elaboration or explanation. A small number of learners were unable to provide two sufficiently different answers, limiting them to one mark. Some learners provided vague answers, for example 'healthy' is not considered sufficiently specific.

This example typifies many learner responses and was awarded 2 marks:

2 State **two** positive effects that a balanced diet can have on health and wellbeing.

1 decrease the chance of getting diabetes.

2 increases self-esteem.

This example typifies those learner responses that were vague and was awarded 0 marks:

2 State **two** positive effects that a balanced diet can have on health and wellbeing.

1 healthy lifestyle eating properly which means a healthy life

2 your fit and nice have a good health

### Question 3

Overall, this question was well answered, and a wide range of appropriate responses were seen.

Some learners were confused about what constitutes a lifestyle factor, stating answers related to job or relationship status or housing conditions. Learners should be reminded that the factors are clearly categorised in the specification. Some learners gave 'diet' as a response, either not understanding that diet/nutrition are interchangeable or not reading the question carefully.

This example typifies many learner responses and was awarded 1 mark:

3 State **one** lifestyle factor, **other** than nutrition, that can affect health and wellbeing.

alcohol intake.

This example shows a typical misconception seen and could not be awarded marks:

3 State **one** lifestyle factor, **other** than nutrition, that can affect health and wellbeing.

berevment

## Question 4

Overall, this question was less well answered than expected. Some learners were unable to identify two cultural factors accurately or confused cultural factors with social factors. Learners should be reminded that the factors are clearly categorised in the specification.

This example was awarded 2 marks for correctly identifying two cultural factors:

**4 Identify **two** cultural factors that can affect health and wellbeing.**

- A** Sexual orientation
- B** Physical abilities
- C** Supportive relationships
- D** Gender identity
- E** Employment situation

This response typifies the confusion between cultural and social factors and was awarded 1 mark. Although the learner has originally chosen the correct two options, this response shows best practice when changing an answer in response to MCQ or MRQ items (single horizontal line through the incorrectly selected box):

**4 Identify **two** cultural factors that can affect health and wellbeing.**

- A** Sexual orientation
- B** Physical abilities
- C** Supportive relationships
- ~~**D** Gender identity~~
- E** Employment situation

## Question 5

Many learners provided thoughtful and well explained answers to this question.

The strongest responses clearly articulated an effect, with a logical linked expansion that explained why that effect was caused by unsafe housing. Those that did not achieve full marks, generally did so because their response lacked explanation. Some learners did not understand the focus of the question and did not receive marks,

This example was awarded 2 marks and is typical of responses seen:

- 5 Explain **one** negative effect of unsafe housing on an individual's health and wellbeing.

House could have mould which is bad for a persons health of the lungs and could lead to COPD

This example was awarded 1 mark, as it lacks explanation:

- 5 Explain **one** negative effect of unsafe housing on an individual's health and wellbeing.

could get hurt

This example was not awarded marks as the response does not focus on the demands of the question:

- 5 Explain **one** negative effect of unsafe housing on an individual's health and wellbeing.

one negative effect on unsafe housing is the ~~primary~~ location. This would affect an individuals health and wellbeing by not having transport in the area or by living in an rural area.

## Question 6

Many learners provided thoughtful and well explained answers to this question.

Some very good answers were seen, with an excellent knowledge and understanding demonstrated of the positive effects of community participation. However, some learners struggled to identify two sufficiently different effects, or two sufficiently different explanations of those effects.

This example was awarded 4 marks and is typical of the stronger responses seen, as well as being clearly and concisely written:

**6** Explain **two** positive effects that community participation can have on health and wellbeing.

1 Feel a sense of belonging as you are participating as a team

2 Feel happy as you are building friendships / relationships with other people.

This example was also awarded 4 marks; however, learners should be reminded that repeating the question at the beginning of their response uses up time and space on the paper and is not required:

6 Explain **two** positive effects that community participation can have on health and wellbeing.

1 One positive effect that community participation can have on health and wellbeing is the individual would feel more connected to their community as they are taking part within helping out, community.

2 Another positive effect that community participation can have on an individual is the individual would socialise more, meet other people taking part in helping the community which may lead to <sup>the</sup> ~~new~~ possibility of new bonds and connections being built through community participation.

This response was awarded 2 marks and is typical of responses seen where valid effects were provided but no linked explanation provided:

6 Explain **two** positive effects that community participation can have on health and wellbeing.

1 Community participation can help an individual to build a close support system.

2 ~~The~~ An individual can increase their physical activity and motivation by participating in communities.

## Question 7

Overall, this question was well answered, and a wide range of appropriate responses were seen.

Where a mark was not awarded, this was usually where learners had failed to read the question properly and gave an effect on an area of growth and development other than emotional. Some learners provided effects on social wellbeing rather than emotional. Historically, confusion between emotional and social effects can be an issue.

These two examples were awarded 1 mark (the maximum available) and are typical of responses seen:

- 7 Give **one** negative effect that redundancy can have on the emotional health of an individual.

~~Feel~~ Feeling like your worthless.

Note that in this example, the response did not require the expansion about bills to be awardable, as the command word is *give*:

- 7 Give **one** negative effect that redundancy can have on the emotional health of an individual.

Feel to anxiety for bill having  
be paid.

## Question 8

Overall, this question was well answered, and a wide range of responses were seen, covering the full spectrum of effects on physical, intellectual, emotional and social health and wellbeing.

Those learners that struggled to achieve full marks, often did so either because their responses were repetitive or because their second response was adrift from the focus of the question. Some learners could accurately identify effects but were less well prepared to articulate explanations.

These two examples were awarded 4 marks and are typical of the stronger responses seen:

- 8 Explain **two** positive effects that inheriting a large sum of money could have on an individual's health and wellbeing.

1 you could feel socially included because you have money to go out and do things that you never used to be able to.

2 you may feel relaxed because you are financially stable.

Learners should be reminded that repeating the question at the beginning of their response uses up time and space on the paper and is not required:

**8** Explain **two** positive effects that inheriting a large sum of money could have on an individual's health and wellbeing.

1 Inheriting a large amount of money may cause a person to feel more secure financially and have less stress.

2 Inheriting a large sum of money may lead <sup>to</sup> ~~make~~ a ~~person~~ an individual being able to afford necessary things they did not previously have. For example better toiletries or healthcare.

(Total for Question 8 = 4 marks)

This example is typical of the way that a small number of learners can identify one or two effects but do not have the skills to formulate a linked expansion which is specific and uses good terminology. This response was awarded 1 mark:

**8** Explain **two** positive effects that inheriting a large sum of money could have on an individual's health and wellbeing.

1 They might start looking after them self better

2 They can afford things so theres no worrying

## Question 9

This question was well answered overall, with learners providing straightforward responses.

Those responses that did not receive marks, oftentimes provided positive effects rather than negative, or focussed on social effects, rather than emotional as demanded. As remarked upon in Question 7, confusion between emotional and social effects can be an issue.

These two examples are typical of the responses seen that were awarded the full 1 mark:

9 State **one** negative emotional effect of parenthood on an individual.

Can result in post-natal depression

It should be noted that in this response the explanation of why is not required and simply stating 'stress' would be sufficient for the mark, as the command word is *state*:

9 State **one** negative emotional effect of parenthood on an individual.

They could be a single mum this means they could be doing all the work on there own & what will need lead to stress (Total for Question 9 = 1 mark)

This example typifies the confusion between emotional and social effects and was not awarded marks:

9 State **one** negative emotional effect of parenthood on an individual.

Self-isolation ~~de~~ increases

## Question 10

Responses to this question were mixed.

Some very good answers were seen, with an excellent understanding demonstrated of the effects of exclusion from school on social wellbeing. However, many learners, whilst able to identify effects accurately, lacked clarity of meaning when attempting to explain why or how these effects arise. Other issues included learners struggling to identify two sufficiently different effects,

or two sufficiently different explanations of those effects. In some cases, learners were unable to provide two responses that remained focused on the demands of the question and gave responses linked to emotional wellbeing or intellectual development.

This example was given 4 marks and is representative of the strong responses seen:

**10** Explain **two** effects that being excluded from school could have on the social wellbeing of an individual.

1 socially isolated since they will struggle to maintain friendships because they are not seeing them enough:- giving them depression and anxiety.

2 socially excluded because they can miss out on opportunities to make friends and join clubs - making them excluded from social events, making their mental health worse since they might not leave the house.

(Total for Question 10 = 4 marks)

This example was given 2 marks for a good explanation of one effect:

**10** Explain **two** effects that being excluded from school could have on the social wellbeing of an individual.

1 you would be missing out time with your friends and ~~feel~~ feel left out because you do not know what is going ~~on~~ <sup>on</sup> ~~the~~

2 you when you return to school you would ~~of~~ have to catch up with everything that was going on.

## Question 11

This question was well answered overall, although some learners had clearly not learned the ranges and classifications for blood pressure. Others showed confusion between heart rate and blood pressure.

The following examples show acceptable responses for 1 mark:

**11** State the correct classification for a blood pressure of 150/98mmHg.

High blood pressure

**11** State the correct classification for a blood pressure of 150/98mmHg.

high.

**11** State the correct classification for a blood pressure of 150/98mmHg.

Abnormally high.

**11** State the correct classification for a blood pressure of 150/98mmHg.

Too high

**11** State the correct classification for a blood pressure of 150/98mmHg.

very high

The following examples show responses that could not be credited, which show a range of misunderstandings:

**11** State the correct classification for a blood pressure of 150/98mmHg.

~~It~~ depends on what weight that they are which could become dangerous

11 State the correct classification for a blood pressure of 150/98mmHg.

pre-high

11 State the correct classification for a blood pressure of 150/98mmHg.

120/38 mmHg.

11 State the correct classification for a blood pressure of 150/98mmHg.

Normal/Healthy

## Question 12

Overall, this question was reasonably well answered although there is an evident gap in learner knowledge related to the risks to future physical health of obesity together with a genuine understanding of why these risks arise.

Some learners were able to accurately identify two risks to future physical health, however many talked about impacts on current physical health or another area of health and wellbeing e.g. emotional, which could not be credited. Those learners that were accurate in their identification oftentimes struggled to explain why the identified risk would occur.

This response is typical of those where 4 marks were awarded:

12 Explain **two** ways that **obesity** could be a **risk to Jan's future physical health**.

1 One way obesity could be a risk is it could cause an ~~increase~~ coronary heart disease. This is where fat builds in your arteries making it harder for sufficient blood to pump around the body. This could increase the chance of strokes.

2 Another way obesity could be a risk is because it could develop type 2 diabetes. This is where insulin no longer responds properly in the body meaning sugar levels could spike and lead to faintness or dizziness.

In this example the response was awarded 3 marks, as the explanation of the risk of stroke is confused and inaccurate:

- type 2 diabetes
- 12 Explain **two** ways that obesity could be a risk to Jan's future physical health.
- 1 Obesity puts Jan at risk of Type 2 diabetes because soon enough, ~~stroke~~ <sup>his</sup> body won't respond to the insulin which could make it very difficult for him to do certain things in the future.
  - 2 ~~Another risk he is at~~ Jan is also at risk of having strokes. Due to his body having to pump a lot of blood around the body just to break down food.

In this example the response was awarded 1 mark for identifying 'diabetes' as a future risk to physical health. There is no explanation of why this risk arises and no second risk given nor explained for any further marks:

- 12 Explain **two** ways that obesity could be a risk to Jan's future physical health.
- 1 He could get diabetes because of the amount of sugere he eats, has.
  - 2 This could also make him be lazy and tired.

In this example the response was not credited with any marks, as they have misunderstood the demands of the question. A small but notable number of responses made similar errors, providing responses linked to how to improve health and wellbeing:

**12** Explain **two** ways that obesity could be a risk to Jan's future physical health.

1 She would have to go for exercise every single day.

2 She would have to go on a healthy diet.

### Question 13

Overall, this question was not well answered and reflects the knowledge gaps identified for Question 12.

Some learners were able to accurately explain how the diet of the individual outlined in the context could lead to increased body mass index (BMI). However, many learners could not provide an adequate or clear explanation, or instead, drifted from the demands of the question and recommended additional ways to reduce BMI, such as lifestyle changes, or talked about the nutritional deficiencies of the individual's diet.

The following three examples show clear knowledge and understanding, and were awarded 2 marks:

**13** Explain how Jan's diet could cause an increase in his body mass index (BMI).

~~Jan's~~ Jan's body mass could increase because he is eating a lot of food with loads of calories and carbs and his body is storing all of it but he isn't using it causing him to gain weight.

13 Explain how Jan's diet could cause an increase in his body mass index (BMI).

eating large meals regularly means that Jan is putting on more calories than he can burn off so his BMI will increase as he gains weight

13 Explain how Jan's diet could cause an increase in his body mass index (BMI).

As beer has a high ~~amount~~ amount of extra calories which are not needed. Drinking a pint of beer with every meal will add more weight as well as large meals regularly.

(Total for Question 13 = 2 marks)

This example was awarded 1 mark as it lacks explanation~:

13 Explain how Jan's diet could cause an increase in his body mass index (BMI).

Beer and large meals regularly are a lot of calories which would increase his BMI

This example shows a response not focused on the demands of the question, and was not awarded any marks:

13 Explain how Jan's diet could cause an increase in his body mass index (BMI).

Eating fish and chips regularly will have a negative impact as there is not enough nutrients.

## Question 14

Overall, this question was well answered. Where learners did not receive the mark, it was largely due to incorrect selection of option B. A notable number of learners appear to struggle with differentiating between needs, wishes and circumstances, which are clearly identified in the specification.

In this example, 1 mark was awarded for correctly identifying the answer:

**14** Identify **one** wish that an individual may have that the person-centred approach should consider.

- A** Having a lack of support
- B** Being addicted to substances
- C** The age of the person
- D** Prefers vegetarian food

## Question 15

It was pleasing to see that most learners attempted to answer this question, and for those that did provide a response, awarding of 0 marks was rare.

Most learners provided some accurate and relevant knowledge and provided a partially developed discussion, often focussing purely on negative factors around Jan's circumstances. These responses were in line with the descriptors for level 2 on the marking grid. Those that found this question challenging, provided descriptive sentences that relied heavily on the context, rather than showing any real understanding or application to the context. The strongest learners provided responses that were logical and well considered, achieving balance in the response through consideration of a full range of circumstances and factors. It should be noted that full marks answers can be achieved in the answer space provided on the question paper.

The following two examples were both awarded 6 marks for a logical discussion considering a range of aspects and demonstrating secure knowledge:

15 Discuss how Jan's circumstances could affect his ability to give up smoking.

Q15

On the one hand, Jan's circumstances will ~~inable~~ <sup>inhibit</sup> him to stop smoking due to stress and anxiety he may have because he is constantly caring for his mother who has ~~a long-term~~ <sup>ill</sup> health. Due to anxiety and uncontrollable emotions, he may use smoking to relax him and feel calm when he is ~~not~~ <sup>not</sup> feeling pressured. However ~~his~~ Jan's husband who lives with him can offer <sup>Jan</sup> help when he is not feel well and when he is overly stressed to take care of his mum. As Jan is made redundant, he can feel anxiety and have paranoia as a result of losing his job. This equally can overwhelm him emotionally as he may have to provide for himself and his mum. Due to this he may use smoking as his coping mechanism to allow him to be stress relieved.\*

\* Since Jan smoked since being a teenager, he could be very addicted to smoking which means that it is very hard for him to stop smoking. However the nurse could prescribe him with nicotine patches to help him still receive his nicotine to keep calm however harmful chemicals entering the lungs will <sup>be stopped</sup> (Total for Question 15 = 6 marks, Q15\_Total

\* After relieved  
↳ As Jan has a husband, his husband can give him informal support, which can be an emotional support to help him

15 Discuss how Jan's circumstances could affect his ability to give up smoking.

Jan started smoking when he was a teenager which means his addiction has grown increasingly throughout the years which means he may find it difficult to give up smoking due to the nicotine. However, Jan lives his husband who can help and support him through his journey to stop smoking ~~as he~~ <sup>could do</sup> ~~the~~ <sup>same</sup>. Alternatively, Jan has to take care of his elderly mother which can be stressful and demanding and can make him want to smoke to relieve some stress. ~~However~~, in addition to this, Jan has been made redundant which he may be finding (Total for Question 15 = 6 marks) stressful, although, becoming redundant lowers income which means that Jan may be unable to afford cigarettes and that can reduce his intake.

This example was awarded 2 marks as it presents isolated knowledge and a limited discussion:

15 Discuss how Jan's circumstances could affect his ability to give up smoking.

If Jan is constantly  
surround others who  
are smoking he might  
find it hard to quit  
and be more tempted  
when he sees others  
doing it. Due to Jan  
looking after his elderly  
mother he may get  
stressed and want  
a cigarette to try  
relieve him self.

### Question 16a (i) and (ii)

This question required learners to complete a table and overall, it was moderately well answered.

The best answers showed a strong link between the (relevant) actions stated (16ai) and the ways given (16aii) that each action would specifically improve Branca's health and wellbeing. To be awardable, each 'action' must be different and each 'way' must also be sufficiently different - many learners repeat ways. Some learners provided vague statements in 16ai that were neither an action nor suitable for this context. A notable number of learners are using 16aii to expand or elaborate the action, which does not answer the question and is therefore not awardable, A small number of learners did not understand the demands of the question and provided responses that were completely irrelevant.

This example was awarded full marks (3 + 3):

	Three actions	Ways the actions could improve Branca's health and wellbeing
1	drink less alcohol only 14 units	Will affect her physical health as she will be less likely to get alcohol poisoning or liver diseases which will make her have a positive look on life
2	eat a healthier and balanced diet	will improve her weight and help her to feel better about herself (positive self esteem) and <del>with</del> she will have lower <sup>chances</sup> <del>chance</del> of diabetes
3	do more physical exercise at work like walking when she gets a break	she will lose weight and start to want to exercise more due to it making her feel good about herself. also lowers chances of her becoming obese and really unhealthy

This example was awarded 2 marks for two valid actions in 16ai only, as the 'ways' were imply expansions of the actions:

	Three actions	Ways the actions could improve Branca's health and wellbeing
1	Start going to the gym	She could start going to the gym with a friend or a family member
2	having 0% alcohol	cutting down then could move to 0% alcohol
3	<del>get a job</del> New job	New job that could get her moving around not always set down

### Question 16b

Responses to this question were mixed.

The strongest responses knew of two ways that informal support is given and could explain exactly how each way could improve health and wellbeing. Many learners however, talked about how actions to improve health and wellbeing, rather than the way that different types of informal support are given and how this *support* leads to improvements in health and wellbeing.

This example was given 4 marks:

(b) Explain **two** ways informal support could improve the health and wellbeing of Branca.   
↳ encourage her by participating with her and praise her  
↳ aid her by making ~~food~~ healthy food. (4)

① Branca's housemates are a form of informal support as they could motivate her to be constant with her visits to the gym by ~~accompanying~~ <sup>-participating</sup> with her as it is easier done with friends than alone.

2 Branca's family are a form of informal support as they can reassure her of <sup>her</sup> progress and praise her for it which ~~will~~ <sup>will</sup> improve her self-esteem and motivate her to continue.

This response was awarded 2 marks and is typical of lower scoring responses, where learners struggled to articulate linked expansions to their points and/or repeated/reworded the same point more than once:

1 one way informal support could help Bianca is they could encourage her to go to the community centre. They could also go with her for support. This may help to reduce her alcohol intake.

2 Another way informal support could help Bianca is by her family could encourage her to go <sup>to</sup> the gym. They may support her and attend with her. She may be encouraged to change for her family.

## Question 17a

Responses to this question were mixed.

The strongest responses showed a clear identification of two barriers that would make it difficult for Ajit to improve his health and wellbeing. These were explained succinctly and without repetition of the case study – they showed understanding of the context. However, some learners struggled to both ascertain barriers to accessing services, treatment or support and then explain how they would prevent Ajit from improving his health and wellbeing. Some learners provided vague responses, lacking focus on the demands of the question.

These two responses were given 4 marks:

17 (a) Explain **two** barriers that could prevent Ajit from improving his health and wellbeing.

(4)

1 Language barrier could stop Ajit understanding what's wrong or what ~~is~~<sup>is</sup> appointments happening and can't make or book ~~appointments~~

2 Physical barrier could stop Ajit getting places, due to his mobility he might struggle getting to and from or around the hospital and the surgery will limit him more.

1 One barrier Ajit has is physical barriers. he has reduced physical mobility, and so can't walk, ~~far~~. This means if he has no other way of getting to appointments he won't get there, as he ~~can~~ struggles with mobility.

2 ~~since he has dietary restrictions, he may face cultural barriers. Before his~~

2. The local NHS trust is ~~is~~ short staffed, which means Ajit is faced with resource barriers. It might be a long time before he gets his surgery, or, he might have to travel to a further NHS trust, and so his condition may worsen before he gets his surgery, which could prevent him from improving his health and wellbeing.

This example was given 2 marks for identifying two barriers, but explanation is absent:

17 (a) Explain **two** barriers that could prevent Ajit from improving his health and wellbeing.

1. His reduce in physical mobility is a barrier because he will struggle to get to the hospital. (4)

2. The NHS have reported staff shortages meaning his appointments could be delayed.

### Question 17b

Responses to this question were mixed.

The strongest responses showed a clear identification of two obstacles that would make it difficult for Ajit to improve his health and wellbeing. These were explained succinctly and without repetition of the case study – they showed understanding of the context. However, some learners struggled to both ascertain obstacles Ajit might encounter personally and then explain how they would prevent Ajit from improving his health and wellbeing. Some learners provided vague responses, lacking focus on the demands of the question.

These two responses were given 4 marks:

(b) Explain **two** obstacles that could prevent Ajit from improving his health and wellbeing.

(4)

1. Ajit may struggle to find time to attend his physiotherapy appointments as he works long hours as an accountant. This means he won't be receiving treatment, and his

2. Ajit may have a lack of support, as he has no family or friends nearby. This may make him feel alone, and he won't feel motivated to improve his health and wellbeing.

(Total for Question 17 = 8 marks)

\* condition may seem worse.

(b) Explain **two** obstacles that could prevent Ajit from improving his health and wellbeing.

(4)

1. Little to no free time - consistently working means he may have little time to himself and he may be too exhausted to do much if consistently working, no motivation to improve his health because of exhaustion.

2. Lack of support - Ajit will have little to no motivation to improve his health if he has no friends or family to support him / motivate him, preventing him from improving his health and wellbeing.

This example was given 1 mark for identifying one obstacle, but explanation is absent:

(b) Explain **two** obstacles that could prevent Ajit from improving his health and wellbeing.

1 Time obstacle - Ajit has to work long hours and must do physio-therapy for 11 am on Mondays and Wednesdays (4)

## Question 18

It was pleasing to see that most learners attempted to answer this final *discuss* question, showing that timing is not a problem for most learners on this paper.

Some learners provided accurate and relevant knowledge drawn from across all three components and provided a partially developed discussion. However, many learners were distracted by the sickle cell disease element of the context and did not bring in their foundational knowledge of physical development in early adulthood as learnt in Component 1.

Learners often relied heavily on the contextual information and focussed purely on negative factors around Lissy's circumstances. These responses were in line with the descriptors for level 2 on the marking grid.

The strongest learners provided responses that were logical and well considered, achieving balance in the response through consideration of a full range of circumstances and factors.

These two responses were awarded 5 marks:

**18** Discuss how Lissy's circumstances may affect her physical development in early adulthood.

Because Lissy's condition makes her more tired and causes her chronic pain, she may be more affected by pregnancy symptoms such as morning sickness and joint pain. Sickle cell disease is occurs when your red blood cells are misshapen and struggle passing through veins etc. so Lissy may have to undergo blood tests to ensure everything is okay with the baby. Sickle cell disease can be inherited, so this may cause Lissy stress, which may mean she could have a loss of appetite which may lead to weight loss and this can be dangerous during pregnancy.

(Total for Question 18 = 6 marks)

**TOTAL FOR PAPER = 60 MARKS**

18 Discuss how Lissy's circumstances may affect her physical development in early adulthood.

Lissy has sickle cell disease which affects the blood that could mean she is and ~~Lissy could be in need of~~ more prone to illnesses which she could struggle physically to fight off. Her <sup>if her body is already fighting disease.</sup> body is weak because she is receiving constant care which leaves her in pain which cannot be cured. Lissy's body is physically tired and that could mean her body can't develop <sup>herself or</sup> a baby properly. Especially if the pregnancy takes a big <sup>toll on her</sup> ~~effect~~ as it can be stressful <sup>and more tiring</sup> which ~~could~~ <sup>more serious</sup> cause complications with her having sickle cell disease. Her being excited about becoming a parent could give her the motivation to keep physically fit and healthy. because she has a family who she needs to care for. She also has the support from her husband who she lives with that could help her whenever she needs it, keeping her physically well.

(Total for Question 18 = 6 marks)

This example was awarded 3 marks and is typical of many responses seen:

18 Discuss how Lissy's circumstances may affect her physical development in early adulthood.

As her blood is not carrying enough oxygen, this could have a big impact on the health of her baby. This might also affect her development as she already suffers from chronic pain due to her disease. Care and treatment for her disease might change or stop her development if she requires certain medication for it.

## Summary

Based on performance on this paper, learners should:

- Develop secure knowledge of the different categories of factors and examples within them as provided in the specification.
- Be clear on the differences between effects on social wellbeing and effects on emotional wellbeing.
- Develop a secure knowledge of the classification and interpretation of physiological indicators as provided in the specification.
- Work on their skills of explaining factors and their effects, physiological and lifestyle indicators and their effects, and ways that formal and informal support improves health and wellbeing.
- Be prepared to write about both negative and positive effects on health.
- Be clear on what constitutes a current impact on physical health, versus a potential long-term risk to physical health, and be prepared to explain how or why these arise.
- Develop knowledge of the difference between a need, wish and circumstance.
- Develop knowledge of specific and relevant actions that improve health and wellbeing.
- Be clear on what constitutes a barrier and what constitutes an obstacle, and work on their skills to explain how these might prevent someone from improving their health and wellbeing.
- Be prepared to provide logical and well-developed discussions that consider a range of different aspects and how they interrelate, drawing on knowledge developed across all three components.
- Familiarise themselves with the meaning and requirement of each command word. A glossary is included in the specification.
- Read exam questions carefully to ensure the responses they provide match the demands of the question and any provided context.
- Be reminded that marks are not awarded for repetition of the question and doing this uses up time and space on the question paper.
- Use appropriate and vocationally specific language, as provided in the specification.
- Write in the space provided; extended responses do not attract more marks, unless they provide expansion as described in the examples above.
- Utilise the sample assessment materials for assessment practice, which can be found [here](#).

## Available support and useful information

Subject Advisor	Esther Trehearn
Email address	<a href="mailto:Teachinghealthandsocialcare@pearson.com">Teachinghealthandsocialcare@pearson.com</a>
Contact number	<a href="tel:+44203444632535">+44 (0) 344 463 2535</a>
Book a MS team call	<a href="https://outlook.office365.com/book/HealthandSocialCareandChildcare@pearsoneducationinc.onmicrosoft.com/">https://outlook.office365.com/book/HealthandSocialCareandChildcare@pearsoneducationinc.onmicrosoft.com/</a>

### Useful Links

BTEC Tech Home page for Health & Social Care	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html</a>
Key Dates	<a href="https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/btec-tech-awards-2024-2025-key-dates-schedule.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/btec-tech-awards-2024-2025-key-dates-schedule.pdf</a>
Post results	<a href="https://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html">https://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html</a>
Grade Boundaries	<a href="https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html?Qualification-Family=BTEC-Tech-Awards">https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html?Qualification-Family=BTEC-Tech-Awards</a>
Assessment support Guide	<a href="https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/health-and-social-care/2022/internal-assessments/btec-ta-health-and-social-care-asg.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tech-awards/health-and-social-care/2022/internal-assessments/btec-ta-health-and-social-care-asg.pdf</a>
Past Papers	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments</a>

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

