

# **BTEC Level 2 Tech Award in HEALTH AND SOCIAL CARE**



## **Sample Marked Learner Work**

**External Assessment- January 2018**

**Component 3: Health and Wellbeing**

## SECTION A

### Section A: assessing health and wellbeing

You are a health care assistant at your local health centre. You have been asked to assess the health and wellbeing of one of the service users.

Read the information below and then complete the activities that follow.

#### **Location**

Brian Whittaker is 72 years old. He lives in a two-bedroom bungalow in a small village at the top of a steep hill.

#### **Medical history**

He recently had a hip replacement operation. As a result, his mobility has started to improve.

#### **Family, friends and social interactions**

The district nurse visits three times a week to change the dressings on his hip. A gardener comes once a fortnight to keep the garden neat. A friend visits weekly, who looks after his finances, organises his medical appointments and helps out with any household tasks. However, none of these visitors are near his own age and he misses the company of his own age group.

#### **Day-to-day life**

Brian uses a walking stick to get around his house and is managing to be independent. He can do his day-to-day chores, like getting dressed, keeping clean and doing his own washing. However, he struggles with preparing food as he cannot stand up for long, so he eats a lot of fast food. He finds it difficult to ask anyone to help him because he is very proud of being independent.

The health centre has asked you to review the information about Brian.

#### **Activity 1(a)**

Using the information provided, explain **two** factors that could be having a **positive** effect on Brian's health and wellbeing.

## Activity 1a: Effective response

1. Brian is visited by a friend on a weekly basis. This will have a positive effect on his emotional wellbeing as it will make him feel valued.
2. Brian is finding that his mobility has improved since his hip operation. This is a positive effect on his physical health and will mean he can be more independent when moving around his house.

### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question.

In the example, the learner correctly identified two factors from the provided scenario and then expanded on each one to provide a clear explanation of how they should have a positive effect on health and/or wellbeing.

### Words and phrases used

This answer uses the term 'positive effect' from the question, clearly showing that the learner has read and understood exactly what the question is asking.

The learner shows a good understanding of the different types of health and wellbeing – **physical** health, **emotional** wellbeing – which indicates depth of understanding and suggests this might be a learner capable of achieving the higher banded grades overall.

**TIPS!**



Remind learners to look for the number of marks available for each question.



This question expects two distinct answers, as indicated by the numbering.



The learner can surmise that each question is worth two marks and therefore remember to provide sufficient evidence for two marks.



Learners should also be led by the space provided for answers.

### Activity 1a: Ineffective response

1. Brian could get more friends and family to come and visit him. This would make him feel better.
2. Brian could ask the district nurse to cook food for him. This would help him.

#### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question.

In the example, the learner has not correctly identified two factors that would have a positive effect on health and wellbeing and therefore any further explanation is redundant.

#### Comments on content

The learner has not fully understood what has been asked. The question asks: 'what two factors could be having a positive effect', clearly indicating that factors that already exist must be identified. Instead, the learner has made suggestions for possible improvements.

The learner has not shown a depth of understanding of different types of factors, e.g. social and emotional wellbeing, or physical health. This might indicate that this is a weaker learner overall.

The learner has not picked up on the key language in the question 'positive effect' so has not been able to use this to their advantage to demonstrate understanding of the question.

The learner shows a poor understanding of the role of the district nurse.

**TIPS!**



Learners may annotate their exam papers, for example by circling, underlining or highlighting.



This can aid the learner with ensuring they fully understand what is required of each question.



Mnemonics such as **CUBE** can assist learners to get into this habit.

**Circle the command verb**

**Underline key information in the question**

**Box key information in the case study**

**Ensure you read the question at least twice before answering.**

## Activity 1b: Effective response

### Activity 1(b)

Using the information provided, explain **four** factors that could be having a **negative** effect on Brian's health and wellbeing.

1. Living at the top of a steep hill could be having a negative effect on Brian's physical health because it would be difficult for him to go out on his own and therefore he will not be physically active.
2. Brian's village is small and so there probably aren't any social groups for him to join.
3. Brian is missing out on socialising with his own age group. This means he is not building up supportive relationships and could make him isolated.
4. Brian is eating a lot of fast food, which is full of fat, salt and sugar. This could make him overweight and increase his risk of heart disease.

#### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question.

In the example, in the case of responses, 1, 3 and 4, the learner has correctly identified three factors from the case study that would have a negative effect on the health and wellbeing of Brian and then progressed to giving good explanations.

#### Comments on content

Response 2 was insufficient for two marks. The factor identified – no social groups to join - has been assumed from a fact from the scenario – small village. Furthermore, the explanation does not identify precisely how a lack of social groups would impact on Brian.

**TIPS!**



An important part of assessment technique is checking over answers.



When answering 'short answer' type questions, learners should ask themselves: 'If two marks are available, have I provided enough evidence for two marks?'



Similarly, learners should look at the space available on the paper for their answer – have they filled the space? If not, have they missed something?

## Activity 1b: Ineffective response

1. Brian might find it difficult to climb the stairs at home and this could be negative on his health.
2. Brian has had surgery, so his health isn't that good.
3. Brian doesn't have any friends his own age, which is bad for your wellbeing.
4. Brian is eating fast food. Fast food makes you fat and being fat is negative for your health.

### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question.

### Comments on content

Response 1 shows poor reading comprehension – Brian lives in a bungalow and so does not need to climb stairs. Similarly, response 2 shows poor reading comprehension – the surgery has improved Brian's physical health. Responses 3 and 4 were allocated one mark each as although they correctly identify factors that could be having a negative effect on Brian's health and wellbeing, the actual effect is not explained.

**TIPS!**



Students can be encouraged to break questions such as these down in to two parts.

1. Identify the factor
2. Be specific when explaining the effect that factor has on health and wellbeing.

Six months ago Brian's wife, Enid, died. She had been ill for several years. Enid had to go in a care home for the last three months of her life. Brian visited her every day in the care home, where he got to know the staff well. He often stayed for lunch and chatted to the staff and residents while he was there. Because of his bad hip, he went by taxi, which he enjoyed as he got to know the taxi driver well. But since Enid's death, he hasn't been back to the care home.

### Activity 2

Explain **three** effects that Enid's death could have on Brian's social and emotional wellbeing.

### Activity 2: Effective response

1. Brian no longer has any reason to go to the care home, which means he has less social contact with others. So, he might feel lonely which would be a negative effect on his social wellbeing.
2. Brian no longer meets people such as taxi drivers, as he has no need to leave his house. He might feel stuck at home and that would be a negative effect on his emotional wellbeing.
3. In some ways it might be a relief for Brian that Enid has now died and isn't having health problems anymore. So, this could be better for his wellbeing as he doesn't need to worry anymore.

#### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question.

In the example, for responses 1 and 2 the learner correctly identified two potential effects from the provided scenario and then expanded on each to provide a clear explanation of how they should influence health and/or wellbeing. For response 3 the answer was not as clear in identification or explanation and was awarded one mark.

Words and phrases used

Response 3 is not as clear in structure or language use. It would have been improved with a sharper identification of the effect: 'Enid's death may have been a relief for Brian. He will no longer be burdened with looking after her and worrying about her.' The explanation of this could be more precise and use language from the specification: 'This will reduce his stress and improve his emotional wellbeing.'

**TIPS!**



Learners should be taught to use key terminology from the specification whenever they can.



Learners benefit from frequent exam-style question practice, based on case studies and scenarios.



Learners should be encouraged to be clear and concise in short answers and to avoid using informal language and 'waffling'.



## Activity 2: Ineffective response

1. Brian is going to be sad because his wife has died.
2. Brian is going to want to go to the care home and talk to the people there because he did that before and he liked it.
- ~~3. Brian won't be able to get taxis anymore and so won't talk to the taxi driver anymore~~

### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question.

In the example, the learner has not explicitly identified potential effects from the provided scenario. Moreover, the learner has not clearly explained each of these effects of a death on an individual's social and emotional wellbeing.

### Words and phrases used

All responses are on the shorter side for two-mark questions. Language used is basic and does not demonstrate an understanding of the potential effects on social and emotional wellbeing.

Crossed out work is marked only if it is not replaced with something else. Therefore, in the given example, the crossed-out answer for response 3 would be marked, although in this case there is no rewardable material.

**TIPS!**



Students can be encouraged to break questions such as these down in to two parts.

1. Identify the effect
2. Be specific when explaining the effect on social and emotional wellbeing.

Brian recently came into the health centre for a medical check-up.

### Lifestyle data

The practice nurse Mrs Smith went through some questions with him. She found out that he used to smoke 30 cigarettes a day but since his operation he has cut down to about 5 a day. He likes a couple of glasses of whisky before he goes to bed and has started to drink during the day.

### Physiological data

Mrs Smith also took these readings:

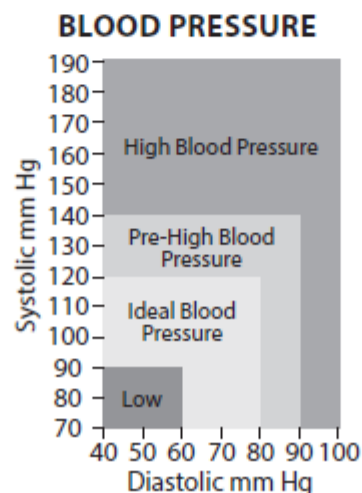
BMI	32kg/m <sup>2</sup>
Blood pressure	160/92mm Hg

### Guidance for physiological data

Mrs Smith gives you the guidance below to help you interpret the physiological data.

#### BMI

Weight Categories	BMI (kg/m <sup>2</sup> )
Underweight	<18.5
Healthy weight	18.5–24.9
Overweight	25–29.9
Obese	30–34.9
Severely obese	35–39.9
Morbidly obese	≥40



### Activity 3

Explain what the data suggests about:

- Brian's current physical health
- risks to his future physical health.

### Activity 3: Effective response

#### Lifestyle data:

Brian smokes cigarettes, which will reduce his physical health. For example, it might give him a cough or make him short of breath because it irritates the lungs. In the future, it could give him mouth or lung cancer. However, he has cut down from 20 a day to 5 a day. So, he is trying to make improvements. But with alcohol he might be having too much as he has whisky at bed and then drinks in the day. This could make him forget things and not look after himself. In future it could mean he gets liver cancer.

#### BMI:

Brian's BMI puts him in the obese category. This means he is not healthy. He might find it difficult to move around and he might get out of breath. He might have breathing problems at night known as apnoea when you stop breathing because of fat in your neck. Being obese also makes things like heart attacks and strokes happen in future because pressure is put on your heart and lungs (cardiovascular system).

#### Blood pressure:

Brian has a blood pressure of 160/92. His blood pressure might be because of drinking alcohol and being obese. His blood pressure might need medication. His blood pressure might also make him have a heart attack.

#### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question. In this question the learner is being asked to interpret data in two different ways for each section – what it suggests about current physical health and risks to future physical health. The highest marks require not only correct interpretation of the data but also detailed and accurate explanations of how this applies to current health and future risks.

In the example, for the first two responses the learner has interpreted the data accurately and then demonstrated clear knowledge about health implications, providing a brief rationale. However, for the third response the learner seems to have had trouble reading and interpreting the data and is therefore less sure of themselves in their answer.

Words and phrases used

The third response is not as clear in structure or language use. The learner has failed to fully interpret the data by not clearly stating that a blood pressure of 160/92 is a **high blood pressure**. This has subsequently weakened their explanation as they have been too tentative. This makes the response worth 9 marks (just missing out on the highest banding).

**TIPS!**



Learners should become familiar with the physiological indicators that measure health: the normal and abnormal ranges.



It is vital they are exposed to many different types of data display – charts, tables and graphs – and practice how to read these.



Familiarity with mathematical symbols is a vital component in this

### Activity 3: Ineffective response

#### Lifestyle data:

Brian smokes and this is not good for health. It will mean he has bad breath and bad teeth. He will be addicted. Brian also drinks alcohol, and this also is bad.

#### BMI:

Brian has a BMI of 32 which is bad. He is definitely overweight and when you are overweight you can have bad health. Like not being able to exercise and getting out of breath.

#### Blood pressure:

Brian has a bad blood pressure. This might make him feel dizzy. According to the table this is high blood pressure.

#### Command Verbs

**Explain:** When answering questions where the command verb is 'explain' learners will need to identify from provided information or recall a fact from their own knowledge and then provide further details to explain why this is important, relevant or applies to the question. In this question the learner is being asked to interpret data in two different ways for each section – what it suggests about current physical health and risks to future physical health. The highest marks require not only correct interpretation of the data but also detailed and accurate explanations of how this applies to current health and future risks.

#### Comments on content

In the example, the learner has accurately interpreted the data in the third response but not in the first or second. There is limited reference to and explanation of current health and risks to future health in every response. The responses are not clear or detailed. This is a band 1 response

**TIPS!**



Using detailed case studies or 'real life stories' during teaching can help learners understand how lifestyle choices can affect physical health.



Concept mapping or brain storming can also be used to help learners consolidate facts such as the risk factors that accompany certain abnormal physiological readings.

## Section B: Designing a health and wellbeing improvement plan

You have been asked to design a health and wellbeing improvement plan for Brian.

**First** you should look back again at the information about Brian from Activities 1, 2 and 3.

**Then** study the notes below taken by the practice nurse, Mrs Smith.

Brian wants to:

- keep his independence
- have a better social life
- lose weight
- give up smoking.

Brian doesn't want to:

- stop drinking
- give up fast food completely.

Other relevant information:

- he has tried to give up smoking before but found it very difficult
- he finds it hard be motivated since his wife's death.

### Activity 4

Design a health and wellbeing improvement plan for Brian. Your plan should:

- describe **three** recommended actions
- set short and long-term targets for each action
- suggest sources of support (formal and/or informal) and explain how these will help Brian achieve the targets

Use the table below.

### Activity 4: Effective response

Recommended actions with short and long-term targets	Sources of support and how these will help
<p>Brian doesn't want to stop drinking and to be person-centred this needs to be respected. However, Brian drinks a lot, which is bad for his health, so he should be encouraged to cut down. The government recommends that adult males have at least two alcohol free days per week to improve their health. So, a short-term target could be to aim for one alcohol free day each week. Brian should aim to have reached this target within three months. A longer-term target, to get to in about nine months, would be two alcohol free days per week.</p>	<p>Brian can get formal support from the district nurse that comes to see him. She can give him encouragement to keep going and explain to him how his health is getting better with drinking less.</p> <p>Brian could also get informal support from his friend. His friend can make his weekly visit in the evening and distract Brian from his usual glasses of whiskey at bedtime, perhaps by playing a board game with him.</p>
<p>Brian wants to stop smoking. This will improve his health. It helps that he wants to do it. He has also cut down to 5 a day. A short-term target can be to aim each month to be smoking one less cigarette a day. His long-term target is to stop completely, which hopefully he will do in 6 months.</p>	<p>Brian can get nicotine patches from the pharmacy. This can help him get over cravings, which can make giving up easier.</p> <p>Brian can also get support from an NHS Smokefree stop smoking advisor. They are experts at supporting people to quit and give lots of useful help and information and they can continue to meet with Brian throughout the process of him giving up, so they can suit their advice to his situation. These are formal support.</p>
<p>Brian wants to have a better social life, so he should join a group or a club. This will improve his wellbeing. He should have a target to have visited the local day centres for people his age by the end of one month. His long-term target should be to find and regularly attend a group. This could be a target to achieve in six months.</p>	<p>Voluntary support, such as Age UK can be a support. Age UK run 'Friendship Centres' for active older people to meet up and do things together.</p> <p>Age UK can also give Brian a befriender to make friends with and encourage him to do more social activities and to accompany him to the friendship centre if he is nervous to go alone.</p>

### Command Verbs

**Describe:** When answering questions where the command verb is 'describe' learners will need to give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information.  
Normally requires breadth of content coverage.

In the provided example, the response shows a clear and objective account in their own words as well as application of knowledge and reference to wider learning. For example, by acknowledging that person-centred care involves respecting individual choice, even if that conflicts with professional opinion or medical advice.

### Examiner's commentary

The first recommendation will improve Brian's health and is person-centred, with appropriate short and long-term targets set. The targets could have been made more specific by suggesting that Brian tries non-alcoholic drinks at bedtime as a substitute.

Sources of support have been listed and whether they are formal or informal has been identified. This shows close reading of the instructions for the activity. However, the district nurse will only be visiting whilst Brian has a wound dressing that needs changing and therefore will not be suitable to offer continued support. Brian might need specialised support from an alcohol support group or his GP. The suggestion of support from a friend is a good one. However, the links between the support identified and the targets set is not strong. This is a band 2 response.

The second recommendation will improve Brian's health and is person-centred, and appropriate short and long-term goals have been set. Sources of support have been correctly identified and a clear rationale provided for how this support will facilitate achievement of the targets. This is a band 4 response.

The third recommendation is sound, person-centred and has a short and a long-term target associated with it. The targets are specific, although difficult to measure. Relevant sources of support are identified and there is an explanation of how they will help him achieve his target. This is a band 3 response.

**TIPS!**



Learners should be reminded that activities such as these require them to refer to all the information they have learned previously, in earlier parts of the assessment, about the individual they are designing the plan for.



Learners will need plenty of opportunities prior to the assessment to practice writing plans and targets that are SMART:

**Specific**

**Measurable**

**Achievable**

**Realistic**

**Timely**



### Activity 4: Ineffective response

Recommended actions with short and long-term targets	Sources of support and how these will help
Brian needs to lose weight. He can do this by stopping eat unhealthy food. He should do this as soon as he can.	Brian could join a slimming group. The other people at the group and the group leader would support him to lose weight.
Brian wants a better social life. He can do this by going out more and making new friends. A short term traget would be to go out once a week. A long term target is to go out twice a week.	Brian will go to clubs and groups to make friends.
Brian wants to stop smoking. As he is only smoking 5 a day he should be able to do this in one month.	Brian could get nicotine chewing gum to help him give up.

#### Command Verbs

**Describe:** When answering questions where the command verb is 'describe' learners will need to give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information.  
Normally requires breadth of content coverage.

The responses provided in the example, are too brief for the command verb describe. Moreover, they do not show breadth of content coverage.

**Examiner's commentary**

The first recommendation will improve Brian's health; however, the target is vague and generalised, and no separate, clear, short and long-term targets have been set. Sources of support have been identified; however, the explanation of how these will specifically help is limited. This is a band 1 response.

The second recommendation will improve Brian's wellbeing and is person-centred. However, the meaning of short and long-term targets has not been fully understood and implemented. Sources of support have been identified but the information provided is limited. This is a band 1 response.

The third recommendation is correct but basic. Timescales have not been clearly stated and a short and long-term target is not clearly set. One relevant source of potential support is identified but there is not a clear explanation of where Brian will get this from and exactly how it will help him achieve his target. This is a band 1 response.



**A Band 3 Response for this activity requires:**

- Recommended actions to be described, with specific short- and long-term targets set.
- An explanation given for how the suggested support will help achieve the targets.

## Activity 5

Give a rationale for your plan that explains how it takes into account Brian's needs, wishes and circumstances.

### Activity 5: Effective response

Brian has a high BMI and therefore for the benefit of his health he needs to lose weight. When you are obese like Brian, you are more at risk of certain diseases like diabetes and heart disease. This could be why Brian has a high blood pressure. So, having a plan to lose weight is a good one. My plan suggests that his first target, which is a short term one, is to start making healthier food choices for his breakfast. This is being person centred as Brian doesn't want to stop eating all junk food completely. Because Brian is older and lives on his own he might find making healthy food choices harder, so I have recommended that he gets the support to make these changes from the practice nurse at his GP surgery. The nurse can ask him what he likes and help him plan better breakfasts. The long-term target for this is to limit junk food to two or three meals a week, which I think he can do in 6 months or more. He will be able to do this if someone like a care worker can be found to come and help him make better meals because Brian isn't so mobile now because he has a bad hip.

Brian drinks a lot of alcohol and he does this every day. Alcohol can make you sick, with things like liver problems. Drinking lots of alcohol might also be why Brian finds it hard to go out and make friends. So, drinking less would be good for his health and wellbeing. But he doesn't want to stop. So, I have recommended that Brian goes to a support group to see if other people can encourage and support him to stop. He finds it hard to be motivated so this might help. He might also make new friends.

Brian definitely wants to stop smoking and this will improve his health and stop him being at risk of lung problems and cancer. He has already cut down from 30 to 5 cigarettes a day, so he needs help for the last bit. My short term target for him is to use nicotine replacement therapy to stop the craving so he can cut down to 1 or 2 a day in the first month. If he goes to the stop smoking clinic at his GP surgery, he can then quit altogether by 6 months. Stop smoking clinics can give help, advice and prescriptions for quitting.

#### Command verbs

This activity is more complex as it introduces the word 'rationale'. Learners need to ensure that their reading comprehension can enable them to overcome the potential problem of unfamiliar words. For example, in the case of this activity, if the learner removes the word 'rationale', the purpose of the activity can still be understood from the command verb 'explain' (provide details and give reasons and/or evidence to support an argument), and the further descriptors used: account, needs, wishes, circumstances.

**Examiner's commentary**

On the whole this is a good rationale for the plan. It clearly explains how the plan addresses needs, wishes and circumstances. It shows that the learner is aware that they need to refer to the material presented throughout the assessment paper to provide a thorough rationale.

It starts off very strongly: considering health needs (to lose weight) and justifying the recommendation (to reduce disease risk and reduce BP); it is person centred as it considers how Brian's wishes are accommodated (he doesn't want to give junk food up completely); and considers the individual circumstances (age, lives alone, not so mobile). This paragraph is a band 3 response.

The second paragraph is not as strong. It suggests a coercive approach rather than a person-centred approach and does not consider that Brian is currently finding it difficult to be motivated and to go out on his own. This paragraph is a band 2 response.

The third paragraph is better, with a more person-centred plan, that takes into account needs, wishes and circumstances to a greater extent. This paragraph is a band 3 response.

Overall this response was considered a band 3 response.



**TIPS!**



Learners should be encouraged to remember that this activity requires them to review all the material presented throughout the assessment paper, as well as their own work.



The highest graded responses will pull this information together to show depth of understanding.

### Activity 5: Ineffective response

Because Brian needs to lose weight a plan is made for that. This is to make sure he eats more healthy food and less bad food. His wishes are that he wants to lose weight but doesn't want to give up junk food. As for smoking he wants to stop and so the plan has a target for that. He can do it quite quickly as he has done it before. Finally, he wants to stay independent and so the plan is for him to try and do as many of these things on his own as he can. In explaining his circumstances it is that he lives on his own in a small village and he has hip problems.

#### Command verbs

This activity is more complex as it introduces the word 'rationale'. Learners need to ensure that their reading comprehension can enable them to overcome the potential problem of unfamiliar words. For example, in the case of this activity, if the learner removes the word 'rationale', the purpose of the activity can still be understood from the command verb 'explain' (provide details and give reasons and/or evidence to support an argument), and the further descriptors used: account, needs, wishes, circumstances.

#### Examiner's commentary

The learner has not understood the purpose of the activity and has not provided a rationale for their plan. They have made few relevant links between the plan and the needs, wishes and circumstances of Brian. The learner has rewritten the contextual information provided on the paper and repeated some elements of their plan, rather than using that information to inform their rationale.

A Band 4 Response for this activity requires:

A clear and comprehensive explanation for how the plan addresses Brian's:

- needs
- wishes
- circumstances

This will demonstrate that the learner has understood the content of the qualification relating to person-centred care.



**TIPS!**



## Activity 6

Describe possible obstacles Brian may face and suggest how these could be minimised.

### Activity 6: Effective response

There are lots of obstacles that Brian may face when he is trying to improve his health and wellbeing.

The first one is that since his wife Enid died, he has been grieving. This is an emotional barrier. He told the practice nurse at his GP surgery that he finds it hard to be motivated since she died, so that might stop from taking action himself to get better. He might be able to get some help with his grief from a support group or even a counsellor. They could help him with his feelings. This might help him to get more motivated again.

Brian has tried to give up smoking before, but he found it difficult. This is because smoking is very addictive and Brian will be addicted. The nicotine in cigarettes is what you get addicted to, so Brian could try nicotine gum or e-cigarettes to help him to quit. This will help him with the cravings.

It is easier to make changes to your lifestyle, if you have friends and family supporting you. Unfortunately, Brian does not have much of a support network. Brian could be given a befriender to help him to start getting out and mixing with people again. There are day centres and social clubs for older people that Brian could go to. This could help him in lots of ways, for example supporting him with his targets and giving him motivation. It might also help him with his mobility, because he has problems with that and in the past he used taxis. If he gets more friends, he might be able to share transport with them and that will make it cheaper for him. Finances can be an obstacle for people when accessing services.

#### Command Verbs

**Describe:** When answering questions where the command verb is 'describe' learners will need to give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.

The responses provided in the example, show good application of relevant knowledge.

For example, the learner understands the implications of the grieving process. Similarly, they are aware of how strong social support networks can improve Outcomes for health and wellbeing. This demonstrates a good breadth of content coverage.

Examiner's commentary

The learner has identified numerous valid obstacles, which are clearly described. Realistic suggestions are made for how they could be minimised. The first two paragraphs are particularly strong. The last paragraph is less well structured, with multiple points running into one another.

**TIPS!**



Learners should be encouraged to adopt a PEEL approach when writing longer answers. Each paragraph needs to follow the PEEL format:



**Point:** make one point.

**Explain:** explain this point.

**Evidence:** justify the point and explanation.

**Link:** link back to the question.

## Activity 6: Ineffective response

The obstacles are things like, Brian not being able to get out of the house easily because he has had hip surgery. This will make it difficult for him to get to the GP or to an activity. He could get a taxi.

Also, Brian is older and so a lot of his friends have died and so has his wife. This means he is isolated, so he needs friends

Finally, the targets that are made might not work for him. For example, he has said he doesn't want to stop eating all junk food, so if you set that as his target it won't happen.

### Command Verbs

**Describe:** When answering questions where the command verb is 'describe' learners will need to give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information.

Normally requires breadth of content coverage.

### Examiner's commentary

The learner has identified a variety of potential obstacles. However, the suggestions for how they could be minimised are very minimal. For the last point, there is no suggestion.

**TIPS!**



A Band 4 Response for this activity requires the learner to clearly describe possible obstacles and then clearly make realistic recommendations to overcome them.

In this case, the learner can go beyond what is provided in the case study materials, as the word 'possible' is used. This means that the learner can demonstrate their wider knowledge of the content of the qualification.