

Component 3: Health and Wellbeing – sample mark grid

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.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

When using a levels-based mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Question 1(a)

| Assessment focus | | Marks available |
|--|--|------------------|
| Factors affecting health and wellbeing | <p>Award one mark for identifying one economic factor that has a positive effect on Sarah's health and wellbeing and one mark for a linked expansion up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sarah and Tom have a good joint income (1) therefore Sarah's diet will be nutritious (1) • Sarah is able to afford a nursery for Carly (1) this allows her to pursue her part-time work and leisure interests (1) • Sarah and Tom can afford a four-bedroomed house (1) this would allow family to visit and stay to assist Sarah with caring for Carly (1) • Sarah's husband Tom has a professional job (1) this would promote a good self-image for Sarah (1) • Sarah and Tom have a good joint income (1) this means that Sarah could afford to employ domestic help (1) <p>Accept any other appropriate response.</p> <p>Marking guidance</p> <p>Only economic factors.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p> | 2 × 2 = 4 |

Question 1(b)

| Assessment focus | | Marks available |
|--|---|------------------|
| Factors affecting health and wellbeing | <p>Award one mark for identifying one environmental factor that has a positive effect on Sarah's health and wellbeing and one mark for a linked expansion up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Sarah has her own personal space (1) which means she can relax/de-stress (1) • The house has a large garden (1) so that Sarah has space to exercise (1) • Sarah lives in a small town (1) so there is less pollution (1) • Sarah has enough outdoor space (1) so that she can grow nutritious food (1) <p>Accept any other appropriate response.</p> <p>Marking guidance</p> <p>Only environmental factors.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p> | 1 x 2 = 2 |

Question 1(c)

| Assessment focus | | Marks available |
|--|---|-------------------------|
| Factors affecting health and wellbeing | <p>Award one mark for identifying one emotional factor that has a negative effect on Sarah's health and wellbeing and one mark for a linked expansion up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sarah has been diagnosed with postnatal depression (1) this will reduce her self-confidence (1) • Sarah comfort eats (1) this has led to unhealthy weight gain (1) • Sarah has lost interest in herself (1) this might result in further self-neglect (1) • Sarah misses her family (1) this could make her feel isolated (1) <p>Accept any other appropriate response.</p> <p>Marking guidance Only emotional factors. No credit for general descriptions of factors that are not linked to the provided information.</p> | <p>2 × 2 = 4</p> |

Question 1(d)

| Assessment focus | | Marks available |
|--|--|-------------------------|
| Factors affecting health and wellbeing | <p>Award one mark for identifying one physical factor that has a negative effect on Sarah's health and wellbeing and one mark for a linked expansion up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Sarah has gained weight (1) this could cause cardiovascular disease/obesity/type 2 diabetes (1) • Sarah stopped ballroom dancing (1) inactivity can lead to reduced mobility/bone density (1) <p>Accept any other appropriate response.</p> <p>Marking guidance Only physical factors. No credit for general descriptions of factors that are not linked to the provided information.</p> | <p>1 × 2 = 2</p> |

Question 2(a)

| Assessment focus | | Marks available |
|--|---|-------------------------|
| Factors affecting health and wellbeing | <p>Award one mark for identifying one effect of Tom's illness on Sarah's emotional wellbeing and one mark for a linked expansion up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sarah may worry about Tom's condition (1) this may increase her depression (1) • Sarah may be anxious (1) because Tom is not going to work (1) • Sarah may be stressed (1) with the additional burden of caring for Tom (1) • Sarah may be scared (1) that Tom will die like his father (1) <p>Tom may require a great deal of care from Sarah (1) this could lead to social isolation for Sarah (1)</p> <p>Accept any other appropriate responses.</p> <p>Marking guidance</p> <p>Only effects on emotional wellbeing.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p> | <p>2 × 2 = 4</p> |

Question 2(b)

| Assessment focus | | Marks available |
|--|---|-------------------------|
| Factors affecting health and wellbeing | <p>Award one mark for identifying one effect of reducing her work hours on Sarah's social wellbeing and one mark for a linked expansion up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Sarah may feel socially isolated (1) because of her reduced contact with colleagues (1) • Sarah will have reduced social interactions (1) because she is not meeting customers (1) • Sarah has reduced contact with friends (1) because there is less income (1) <p>Accept any other appropriate responses.</p> <p>Marking guidance</p> <p>Only effects on social wellbeing.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p> | <p>1 × 2 = 2</p> |

Question 3

Lifestyle

Current physical health:

- Smoking reduces Sarah's peak flow
- Eating sugary foods affects the quality of her diet
- Strain on her cardiovascular system due to excess weight.

BMI

Current risks to physical health:

- Shortness of breath
- Poor sleeping patterns
- Reduced mobility
- Raised blood pressure.

Peak flow

Current risks to physical health:

- Breathing difficulties
 - Susceptibility to respiratory diseases
- Unable to exercise
 - Reduced mobility, increased weight.

Risks to future physical health (applicable to all):

- Continued smoking may cause cancer/COPD
- Continued consumption of sugary foods will lead to health-related issues due to poor nutrition
- Possible joint degeneration (painful joints, arthritis etc.) due to obesity
- Risk of heart disease
- Risk of stroke
- Risk of cancer (relevant).

| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 |
|---|-------------------------|--|---|---|--|
| Interpreting physiological and lifestyle data | 0 | 1–3 | 4–6 | 7–9 | 10–12 |
| | No rewardable material. | <ul style="list-style-type: none"> • Limited reference is made to the data. • Limited reference is made to current health. • Limited reference is made to potential health risks. | <ul style="list-style-type: none"> • There is some interpretation of the data. • Aspects of current state of health are identified. • Potential health risks are identified. | <ul style="list-style-type: none"> • Data is mainly interpreted accurately. • There is some explanation of current state of health. • There is some explanation of potential health risks. | <ul style="list-style-type: none"> • Data is interpreted accurately. • There is a clear and detailed explanation of current state of health. • There is a clear and detailed explanation of potential health risks. |

Question 4

Actions:

- Reduce the number of cigarettes smoked each day
- Reduce snacking
- Increase exercise – take up dancing
- Join a parenting group
- Plan and eat healthier meals
- Grow fruit and vegetables in the garden
- Adopt relaxation techniques.

Short-term target – less than six months

Long-term target – more than six months

Sources of support:

- Tom
- Parents
- Friends
- GP
- Support group
- Weightwatchers/Slimming World
- Pharmacist
- Other parents at nursery
- Work colleagues
- Online apps.

| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 |
|---|-------------------------|--|---|--|--|
| Designing a health and wellbeing improvement plan | 0 | 1–3 | 4–6 | 7–9 | 10–12 |
| | No rewardable material. | <ul style="list-style-type: none"> • Basic recommendations are made that have limited relevance to the scenario, with vague and generalised targets. • Limited information about sources of support is provided. | <ul style="list-style-type: none"> • Recommended actions are identified, with specific targets set. • Sources of support are identified with some links to the targets. | <ul style="list-style-type: none"> • Recommended actions are described, with specific short- and long-term targets set. • An explanation is given for how the suggested support will help achieve the targets. | <ul style="list-style-type: none"> • Recommended actions are described clearly, with specific and realistic short- and long-term targets set. • A convincing explanation is given for how the suggested support will help achieve the targets. |

Question 5

The learners need to ensure that they use the information about Sarah appropriately and that their health improvement plan reflects Sarah's needs, wishes and circumstances accurately.

| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 |
|---|-------------------------|--|--|--|--|
| | 0 | 1–2 | 3–5 | 6–8 | 9–10 |
| Rationale for health and wellbeing improvement plan | No rewardable material. | <ul style="list-style-type: none"> There are few relevant comments to link the plan to needs, wishes and circumstances. | <ul style="list-style-type: none"> There is a straightforward explanation for how the plan addresses needs, wishes and circumstances. | <ul style="list-style-type: none"> There is a clear explanation for how the plan addresses needs, wishes and circumstances. | <ul style="list-style-type: none"> There is a clear and comprehensive explanation for how the plan addresses needs, wishes and circumstances. |

Question 6

| <ul style="list-style-type: none"> Potential obstacles: <ul style="list-style-type: none"> emotional/psychological – lack of motivation, low self-esteem, acceptance of current state time constraints – work and family commitments availability of resources – financial, physical, e.g. equipment unachievable targets – unachievable for the individual or unrealistic timescale lack of support, e.g. from family and friends other factors specific to individual – ability/disability, addiction barriers to accessing identified services. | | | | | |
|---|-------------------------|---|---|--|--|
| Assessment focus | Band 0 | Band 1 | Band 2 | Band 3 | Band 4 |
| | 0 | 1–2 | 3–4 | 5–6 | 7–8 |
| Obstacles and how to overcome them | No rewardable material. | <ul style="list-style-type: none"> Few relevant obstacles are identified without suggestions for how these can be minimised. | <ul style="list-style-type: none"> Obstacles are identified with basic suggestions for how these can be minimised. | <ul style="list-style-type: none"> Obstacles are described with suggestions for how these can be minimised. | <ul style="list-style-type: none"> Obstacles are described clearly with realistic suggestions for how these can be minimised. |