

# Final Mark Scheme

February 2020

BTEC Tech Award Health and Social Care  
(21117K\_2002)

Component 3: Health and Wellbeing

## **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.

## **How to award marks when level descriptions are used**

### **Finding the right level**

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### **Placing a mark within a level**

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

**Question 1(a)**

<b>Assessment focus</b>		<b>Marks available</b>
Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> lifestyle factor that has a negative effect on Jacob's health and wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"><li>• May have poor personal hygiene (1) as he shares a bathroom (1)</li><li>• Drinks over the recommended alcohol level (1) which could lead to ill health (examples required) (1)</li><li>• He uses illegal drugs (1) which could lead to ill health (examples required) (1)</li><li>• He may smoke tobacco (1) which could lead to ill health (examples required) (1)</li><li>• He has an unbalanced diet (1) leading to malnourishment (1)</li></ul> <p>Accept any other appropriate response.</p> <p><b>Marking guidance</b> Only lifestyle factors. Don't award repeated expansion. No credit for general descriptions of factors that are not linked to the provided information.</p>	<b>2 × 2 = 4</b>

**Question 1(b)**

Assessment focus		Marks available
Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> environmental factor that has a negative effect on Jacob’s health and wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Air pollution (1) increased risk of illness (examples required) (1)</li> <li>• Noise pollution (1) leading to stress/lack of sleep (1)</li> <li>• High levels of traffic (1) at risk of accident (1)</li> <li>• He shares facilities (1) therefore lacks privacy (1)</li> <li>• Poor quality housing (accept examples) (1) effect on happiness (examples required) (1)</li> <li>• Concerns regarding building security (1) may cause anxiety/feeling unsafe (1)</li> </ul> <p>Accept any other appropriate response.</p> <p><b>Marking guidance</b></p> <p>Only environmental factors.</p> <p>Don’t award repeated expansion unless appropriate named illnesses are linked to each identification.</p> <p>No credit for general descriptions of factors that are not linked to the provided information e.g. Do not accept answers relating to access to green space.</p>	<p><b>2 × 2 = 4</b></p>

**Question 1(c)**

<b>Assessment focus</b>		<b>Marks available</b>
Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> economic factor that has a positive effect on Jacob's health and wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"><li>• He is employed (1) which will give him a feeling of security/can afford to pay his bills (1)</li><li>• He has a regular income (1) so he can afford to fund a healthy lifestyle (1)</li><li>• He has financial support from his father (1) so he can afford to socialise (1)</li><li>• He is on a training programme (1) opportunities for further training/career progression/higher wages in the future (1)</li></ul> <p>Accept any other appropriate response.</p> <p><b>Marking guidance</b></p> <p>Only economic factors.</p> <p>Don't award repeated expansion.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p>	<b>2 × 2 = 4</b>

## Question 2

Assessment focus		Marks available
Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> effect of imprisonment on Jacobs's social and emotional wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"><li>• Low self-image (1) due to loss of status/job/income (1)</li><li>• Loneliness (1), as he doesn't know anybody (1)</li><li>• Low mood (1), due to being punished (1)</li><li>• Fear/anxiety (1) due to feeling unsafe (1)</li><li>• Improved self-concept (1) they have a chance to rehabilitate himself/quit drugs/alcohol (1)</li><li>• Increased status/self-worth (1) due to opportunities for education (1)</li><li>• Reduced socialisation (1) as he will lose his friends (1)</li><li>• Improved confidence/motivation (1) due to opportunities to learn a new hobby/sport (1)</li><li>• Improved self-awareness (1) due to professional support (1)</li><li>• A reduction in depression/anxiety (1) due to chance to offload his problems/issues (1)</li><li>• Feelings of guilt/remorse (1) for bringing shame on his family (1)</li><li>• Isolation (1) due to removal from peers/friends/family (1)</li></ul> <p>Accept any other appropriate responses. Answers could relate to emotional or social or both. Don't award repeated expansion. Answers can be negative or positive or the inverse of the mark scheme.</p>	<b>2 × 2 × 2 = 6</b>

## Question 3

The following are examples of awardable responses.

### Lifestyle

Current physical health:

- Drinking alcohol can cause decreased heart rate and respirations, poor decision making and accidents, nausea, vomiting and dehydration/hangovers, disturbed sleep, contributes to weight gain. He may be addicted to alcohol.
- Physical inactivity leads to low energy levels, weight gain, loss of mobility, muscle and joint pain.
- Using cannabis leads to poor decision making, forgetfulness, anxiety, lower reaction time, loss of sex drive. He may be addicted to cannabis and/or tobacco.

Risks to future physical health:

- Alcohol related disease, e.g. liver and pancreas damage, cancer, obesity, heart disease and diabetes
- Physical inactivity increases disease risk, e.g. cardiovascular disease, obesity
- Cannabis use leads to psychosis, increased risk of heart disease and stroke, decline in IQ.

### BMI

Current physical health:

- Just outside of healthy range, in over weight category: at risk of increasing weight, may find exercising harder, which exacerbates the problem. Suggests he is consuming too many calories.

Risks to future physical health:

- Increasing BMI, leading to obesity causing poor mobility; joint/muscle pain/problems; shortness of breath; sleep apnoea/disturbance
- Obesity related diseases, e.g. cardiovascular disease, diabetes etc.

### Resting pulse rate

Current physical health:

- Poor: Suggests may have unhealthy lifestyle, e.g. poor diet, lack of exercise, drug use. His heart is having to work harder to pump oxygenated blood. May cause him to feel dizzy, sweaty, making it harder to exercise.

Risks to future physical health:

- Damage to arteries causing raised BP and cardiovascular disease, increased risk of premature death.

Accept any other appropriate responses

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



		<ul style="list-style-type: none"><li>• Limited reference is made to potential health risks.</li></ul>	<ul style="list-style-type: none"><li>• Potential health risks are identified.</li></ul>	<ul style="list-style-type: none"><li>• There is some explanation of potential health risks.</li></ul>	<ul style="list-style-type: none"><li>• There is a clear and detailed explanation of potential health risks.</li></ul>
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#### Question 4

The following are examples of awardable responses.

Actions:

- Reduce the amount of alcohol per week to below recommended 14 units
- Get involved in social activities where alcohol is not involved
- Stop using cannabis
- Increase exercise – take up new hobby e.g. boxing or weight training
- Cook/share meals with friends in supported living scheme
- Get advice on how to balance meals.

Sources of support:

- Friends Ben and Lucy
- Youth Offending Team Support Worker
- Drug and Alcohol Worker
- Support groups
- Drinkline, Addaction and other drug and alcohol support professionals
- GP
- Online apps.

Accept any other appropriate responses

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

### Question 5

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

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

### Question 6

Potential obstacles:

- 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

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Obstacles and how to overcome them	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Few relevant obstacles are identified without suggestions for how these can be minimised.</li> </ul>	<ul style="list-style-type: none"> <li>Obstacles are identified with basic suggestions for how these can be minimised.</li> </ul>	<ul style="list-style-type: none"> <li>Obstacles are described with suggestions for how these can be minimised.</li> </ul>	<ul style="list-style-type: none"> <li>Obstacles are described clearly with realistic suggestions for how these can be minimised.</li> </ul>