



Pearson



Mark Scheme (Results)

June 2019

Pearson BTEC Level 2 Tech Award in  
Health and Social Care

Component 3: Health and Wellbeing  
(21117K)

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**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> social factor that could have a positive effect on Nabil's health and wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>two</b> marks.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• Nabil has a supportive relationship (aunt) (1) has a sense of belonging (1)</li><li>• Nabil is part of a community (1) provides opportunities for social integration (1)</li><li>• Nabil has opportunity to socialise (school/bus) (1) make him feel good (1)</li><li>• Nabil can spend time with other people at school (1) interaction and making friends (1)</li></ul> <p>Accept any other appropriate response that is linked to the provided information.</p> <p><b>Marking guidance</b></p> <p>Only social factors affecting health and wellbeing.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p>	<b>1 × 2 = 2</b>

**Question 1(b)**

<b>Assessment focus</b>		<b>Marks available</b>
Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> cultural factor that could have a positive effect on Nabil's health and wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>two</b> marks.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• Nabil is living with a family member (1) cultural traditions will be maintained (1)</li><li>• He can mix with other young Syrians (1) this will mean he feels accepted (1)</li><li>• Nabil lives in a large city (1) therefore he will have opportunities to explore cultures (1)</li></ul> <p>Accept any other appropriate response that is linked to the provided information.</p> <p><b>Marking guidance</b></p> <p>Only cultural factors affecting health and wellbeing.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p>	<b>1 × 2 = 2</b>

**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> lifestyle factor that has a negative effect on Nabil's health and wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>six</b> marks.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• Nabil has an unbalanced diet (1) this may lead to malnutrition/deficiency diseases (1)</li><li>• Nabil's diet is calorie deficient (1) this will impact on his energy levels (1)</li><li>• Nabil does not exercise (1) this may lead to problems with his bone density (1)</li><li>• Nabil does not have an active lifestyle (1) this could affect his social/emotional wellbeing (example required) (1)</li></ul> <p>Accept any other appropriate response that is linked to the provided information.</p> <p><b>Marking guidance</b></p> <p>Only lifestyle factors affecting health and wellbeing.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p>	<b>3 × 2 = 6</b>

**Question 1(d)**

<b>Assessment focus</b>		<b>Marks available</b>
Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> environmental factor that has a negative effect on Nabil's health and wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>two</b> marks.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• Air pollution (1) may give him breathing problems (1)</li><li>• Noise pollution (1) may disrupt his sleep (1)</li><li>• Housing condition (1) possible increase in ill health (example required) (1)</li><li>• Housing location (1) he may be at risk of road traffic accidents (1)</li></ul> <p>Accept any other appropriate response that is linked to the provided information.</p> <p><b>Marking guidance</b></p> <p>Only environmental factors affecting health and wellbeing.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p>	<b>1 × 2 = 2</b>

**Question 2(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> effect of being separated from his parents on Nabil's emotional wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>four</b> marks.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• Nabil may suffer from low self-esteem (1) The bond that he has with his parents may be lost (1)</li><li>• Could cause anxiety/worry (1) He may become estranged from his parents (1)</li><li>• Stress (1) because he feels unsupported (1)</li><li>• Loneliness (1) as he doesn't know many people (1)</li><li>• Depression/upset/sadness (1) sense of loss (1)</li><li>• Nabil may be angry (1) He may feel excluded because he doesn't have his parents (1)</li></ul> <p>Accept any other appropriate responses.</p> <p><b>Marking guidance</b> Effects on emotional wellbeing only.</p>	<b>2 × 2 = 4</b>

**Question 2(b)**

<b>Assessment focus</b>		<b>Marks available</b>
Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> impact of living in a new country on Nabil's social wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>two</b> marks.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"><li>• Nabil is unaware of local culture (1) He finds it difficult to socialise (1)</li><li>• Nabil only knows basic English (1) He finds it difficult to communicate with new friends (1)</li><li>• Nabil will have limited awareness amenities (1) He finds it hard to try new activities (1)</li><li>• Nabil is a stranger to the country (1) He will find it difficult to fit in (1)</li><li>• Nabil will view it as a new start (1) He will have new opportunities to make friends (1)</li></ul> <p>Accept any other appropriate responses.</p> <p><b>Marking guidance</b> Effects on social wellbeing only.</p>	<b>1 × 2 = 2</b>



### Question 3

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> <li>Limited reference is made to potential health risks.</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> <li>Potential health risks 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> <li>There is some explanation of potential health risks.</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> <li>There is a clear and detailed explanation of potential health risks.</li> </ul>

**Answers should be related to the following indicative content.**

Data	Current physical health	Risks to future physical health
<b>Lifestyle data</b>	<p>Physically inactive</p> <p>Poor diet</p>	<p>Physical inactivity can lead to:</p> <ul style="list-style-type: none"> <li>Stiffening of joints</li> <li>Poor stamina/strength/suppleness/sedentary lifestyle</li> <li>Tiredness/lethargy/lack of energy</li> <li>Poor bone development</li> <li>Eye sight deteriorates</li> <li>Cardiovascular issues</li> <li>Muscle wastage</li> </ul> <p>Poor diet can lead to:</p> <ul style="list-style-type: none"> <li>Weight problems</li> <li>Malnourishment/vitamin deficiency/not enough calories.</li> </ul>

	Poor sleeping habits	<ul style="list-style-type: none"> <li>▪ Increased risk of ill health</li> </ul> <p>Poor sleeping habits can lead to:</p> <ul style="list-style-type: none"> <li>• Inability to focus and concentrate</li> <li>• Headaches</li> <li>• Nausea</li> <li>• Irritability and aggression</li> </ul>
<b>BMI</b>	Underweight/malnourished/vitamin deficient	<p>Being underweight/malnourished/vitamin deficient can lead to:</p> <ul style="list-style-type: none"> <li>▪ Anaemia</li> <li>▪ Stunted bone growth</li> <li>▪ Heart failure</li> <li>▪ Tiredness</li> <li>▪ Cancer</li> <li>▪ Rickets</li> <li>▪ Other deficiency diseases.</li> </ul>
<b>Resting pulse (heart rate)</b>	Higher than normal resting pulse/poor fitness/poor cardiovascular health	<p>Higher than normal resting pulse/poor fitness/poor cardiovascular health can lead to:</p> <ul style="list-style-type: none"> <li>▪ Stroke</li> <li>▪ Coronary heart disease</li> </ul>

#### Question 4

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>

**Answers should be related to the following indicative content.**

Actions:

- Increase exercise
- Try new foods
- Improve his diet
- Socialise more
- Learn English to integrate
- Join clubs (football, gaming)

Short-term target – less than six months

Long term target – more than six months

Sources of support:

- Aunt
- Neighbours
- School/teachers
- GP, school nurse, dietician/nutritionist and other relevant health professionals
- Cultural support group
- Counsellor
- Community centre staff

**Question 5**

<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
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

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>
Potential obstacles: <ul style="list-style-type: none"> <li>emotional/psychological – lack of motivation, low self-esteem, acceptance of current state</li> <li>time constraints – work and family commitments</li> <li>availability of resources – financial, physical, e.g. equipment</li> <li>unachievable targets – unachievable for the individual or unrealistic timescale</li> <li>lack of support, e.g. from family and friends</li> <li>other factors specific to individual – ability/disability, addiction</li> <li>barriers to accessing identified services.</li> </ul>					

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