



# Mark Scheme (Results)

June 2022

Pearson BTEC Tech Award  
In Health and Social Care (21117K)  
Component 3: Health and Wellbeing

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## Component 3: Health and 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.

### Specific marking guidance

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

Rows in the grids identify the assessment focus/outcome being targeted. When using a 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)**

<p>AO1 Factors affecting health and wellbeing</p>	<p>Award <b>one</b> mark for identifying <b>one</b> physical factor that has a negative effect on Bex’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>• She has a genetically inherited disease/cystic fibrosis/chronic ill health (1) which gives her breathing difficulties/nutritional problems (1)</li> <li>• She has a weakened immune system (1) may need to isolate herself from people/situations (1)</li> <li>• She is recovering from an accident/injury (1) so her mobility is limited/ therefore she has limited opportunities for exercise (1)</li> </ul> <p>Accept any other appropriate response.</p> <p><b>Marking guidance</b> Only physical factors. Only negative effects. No credit for general descriptions of factors that are not linked to the provided information.</p>	<p><b>2 × 2 = 4</b></p>
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**Question 1(b)**

Assessment focus		Marks available
AO1 Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> social factor that has a positive effect on Bex'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>• She knows about social opportunities in her town (1) be more likely to do activities (1)</li> <li>• She has a wide circle of friends (1) so she has people to celebrate/make memories with (1)</li> <li>• She has a strong sense of belonging/integration (1) so she has improved self-esteem (1)</li> <li>• She has supportive relationships (1) so she will feel cared for/loved/content (1)</li> <li>• She has colleagues she can socialise with (1) to share/reduce work stress (1)</li> </ul> <p>Accept any other appropriate response.</p> <p><b>Marking guidance</b>            Only social factors. Only positive effects.            No credit for general descriptions of factors that are not linked to the provided information.</p>	<p><b>2 x 2 = 4</b></p>

**Question 1(c)**

Assessment focus		Marks available
AO1 Factors affecting health and wellbeing	<p>Award <b>one</b> mark for identifying <b>one</b> environmental factor that has an effect on Bex’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>• The air will be cleaner in a small town/at the seaside (1) and she can breathe easier (1)</li> <li>• The seaside could be noisy in the summer (1) which may affect her stress levels/sleep/hearing (1)</li> <li>• Her new house will be warm and dry (1) which will mean that she is less likely to become ill (1)</li> <li>• The seaside can be a peaceful location (1) which will improve her mood (1)</li> <li>• She has outside space (1) which means she can exercise (1)</li> <li>• Where she lives there are less resources (1) it may be difficult to get health care in an emergency (1)</li> </ul> <p>Accept any other appropriate responses, including inverse arguments.</p> <p><b>Marking guidance</b>            Only environmental factors. Can be positive <b>or</b> negative.            No credit for general descriptions of factors that are not linked to the provided information.</p>	<p><b>2 × 2 = 4</b></p>

**Question 2(a)**

Assessment focus		Marks available
<p>A01 Impact of life events on health and wellbeing</p>	<p>Award <b>one</b> mark for identifying <b>one</b> effect that marriage could have on Bex’s emotional and social 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>• Will improve her happiness (1) because she will feel loved/valued (1)</li> <li>• Feelings of safety/security (1) because they have a strong attachment (1)</li> <li>• Strengthened identity/self-concept (1) because they feel accepted as a couple (1)</li> <li>• Will improve her social network/support/sense of belonging (1) because it will widen her circle of friends (1)</li> <li>• Damage self-concept/confidence/cause fear/depression (1) as they may experience discrimination as same sex couple (1)</li> </ul> <p><b>Marking guidance</b> Effects on emotional <b>and/or</b> social wellbeing only. Can be positive <b>or</b> negative. Accept any other appropriate responses.</p>	<p><b>2 × 2 = 4</b></p>

**Question 2(b)**

<b>Assessment focus</b>		<b>Marks available</b>
<p>AO1 Impact of life events on health and wellbeing</p>	<p>Award <b>one</b> mark for identifying <b>one</b> impact of parenthood on Bex's emotional wellbeing and <b>one</b> mark for a linked expansion up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Anxiety (1) in case she is not a good parent (1)</li> <li>• Depression/low mood (1) because she may find the new responsibilities overwhelming (1)</li> <li>• Loss of identity (1) due to less time for herself (1)</li> <li>• Sense of belonging/identity/purpose/completeness (1) by becoming a family unit (1)</li> <li>• Stress/place a strain on their relationship (1) because of juggling work/childcare/Bex's health condition (1)</li> <li>• Damage self-concept/confidence (1) as they may experience discrimination as same sex parents (1)</li> </ul> <p><b>Marking guidance</b> Effects on emotional wellbeing only. Can be positive <b>or</b> negative. Accept any other appropriate responses including inverse arguments.</p>	<p><b>1 × 2 = 2</b></p>



### 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
- Physical inactivity leads to low energy levels, weight gain, loss of mobility, muscle and joint pain
- Eating sugary snacks leads to peaks and troughs in energy levels, weight gain and dental cavities
- Stress leads to increased heart rate and blood pressure, feeling nauseous, increased sweating and palpitations.

Risks to future physical health:

- Alcohol-related disease, e.g. liver and pancreas damage, cancer, increasing obesity, heart disease and diabetes
- Physical inactivity increases disease risk, e.g. cardiovascular diseases, increasing obesity
- Sugary snacks increase disease risk, e.g. diabetes, increasing obesity
- Stress leads to high blood pressure and heart disease.

#### **BMI**

Current physical health:

- In the obese range; at risk of increasing weight/moving towards severely obese category, may find exercising harder, which exacerbates the problem. Suggests consuming too many calories. May have joint/back pain. Shortness of breath, disturbed sleep.

Risks to future physical health:

- Obesity-related diseases, e.g. cardiovascular disease, diabetes etc.

#### **Blood pressure**

Current physical health:

- Pre-high: at risk of increasing BP into high band. Suggests may have unhealthy lifestyle, e.g. poor diet and lack of exercise.

Risks to future physical health:

- If BP increases: Damage to arteries causing cardiovascular disease (atherosclerosis, stroke, heart attack, heart failure, aneurysm, peripheral arterial disease) and damage to other organs such as kidneys (kidney failure/kidney disease), eyes (retinopathy) and brain (small vessel disease, vascular dementia, stroke).

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
AO2 Interpreting physiological and lifestyle data	<b>0</b> No rewardable material.	<b>1-3</b> <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>	<b>4-6</b> <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>	<b>7-9</b> <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>	<b>10-12</b> <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>

#### Question 4

**The following are examples of awardable responses.**

Possible actions:

- Reduce the amount of alcohol per week/increase number of alcohol-free days – will reduce BMI and BP
- Get involved in social activities where alcohol is not involved – will reduce BMI and BP
- Reduce snacking/replace sugary snacks with healthy ones – will reduce BMI and BP
- Increase exercise/take up new hobby with Gemma/friends, e.g. running/walking on beach – will reduce BMI and BP
- Adopt relaxation techniques – will reduce BP and stress levels.

Short-term target –to be achieved in less than six months.

Long-term target – to be achieved in more than six months.

Sources of support:

- Gemma/Gemma's family/friends/work colleagues – exercise with her/socialise with her without alcohol/adopt healthier diet with her making it more likely she will be successful/motivated
- GP – provide information on risks of current lifestyle/physiology and/or benefits of changes. Can also provide eating/exercise advice that suits her medical condition
- Support group – sense of belonging/camaraderie/group action, making it more likely she will be successful/motivated
- Drinkline and other alcohol support professionals - provide information on risks of current lifestyle and/or benefits of changes. Can also provide structured/detailed support to initiate changes
- Online apps – exercise programmes/relaxation techniques/recipes and healthy eating. Techniques for her to initiate and then monitor/track changes
- Counsellor
- Dietician/nutritionist.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
A03 Designing a health and wellbeing improvement plan	<b>0</b> No rewardable material.	<b>1-3</b> <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>	<b>4-6</b> <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>	<b>7-9</b> <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>	<b>10-12</b> <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 Bex appropriately and that their health improvement plan reflects Bex’s needs, wishes and circumstances accurately.

<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
AO3 Rationale for health and wellbeing improvement plan	<b>0</b> No rewardable material.	<b>1–2</b> • There are few relevant comments to link the plan to needs, wishes and circumstances.	<b>3–5</b> • There is a straightforward explanation for how the plan addresses needs, wishes and circumstances.	<b>6–8</b> • There is a clear explanation for how the plan addresses needs, wishes and circumstances.	<b>9–10</b> • There is a clear and comprehensive explanation for how the plan addresses needs, wishes and circumstances.

**Question 6**

**The following are examples of awardable responses.**

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/disability, addiction
- Barriers to accessing identified services.

<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
AO4	<b>0</b>	<b>1–2</b>	<b>3–4</b>	<b>5–6</b>	<b>7–8</b>
Obstacles and how to overcome them	No rewardable material.	<ul style="list-style-type: none"> <li>• A 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>

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