

# Lead Examiner Report 2001

January 2020

L1/L2 First in Health and Social Care

Unit 9 Healthy Living (20952E)





## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <a href="http://qualifications.pearson.com/en/home.html">http://qualifications.pearson.com/en/home.html</a> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <a href="http://qualifications.pearson.com/en/contact-us.html">http://qualifications.pearson.com/en/contact-us.html</a>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:

http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at <a href="https://www.edexcelonline.com">https://www.edexcelonline.com</a> You will need an Edexcel Online username and password to access this service.

## Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: <a href="https://www.pearson.com/uk">www.pearson.com/uk</a>

January 2020
Publications Code 20952E\_2001\_ER
All the material in this publication is copyright
© Pearson Education Ltd 2020





# **Grade Boundaries**

# What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

# **Setting grade boundaries**

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

## Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

#### **Unit 9 Healthy Living (20952E)**

Grade	Unclassified	Level 1		Level 2	
Grade	Officiassifica	Pass	Pass	Merit	Distinction
Boundary Mark	0	20	27	34	41









#### Introduction

This report has been written by the lead examiner for the BTEC Healthy Living unit. It is designed to help you understand how candidates performed overall in the exam. For each question, there is a brief analysis of candidate responses. You will also find example candidate responses from Level 2 Pass and Distinction candidates. We hope this will help you to prepare your candidates for future examination series.

#### Introduction to the Overall Performance of the Unit

As in previous series, the paper differentiated well with candidates scoring a wide range of grades from the questions. Some questions generated blank responses. This was particularly identified in the short answer questions. From the responses seen it is evident that some candidates are not familiar with the requirements of the different command verbs.

Candidates were generally able to show an understanding of Healthy Living and investigate the factors that affect health and wellbeing and how they are interrelated.





#### **Individual Questions**

The following section considers each question on the paper, providing examples of candidate responses and a brief commentary of why the responses gained the marks they did. This section should be read in conjunction with the question paper and corresponding mark scheme.

#### **Section A**

#### **Question 1**

#### Question 1a (i)

This question was answered particularly well by most candidates. Most correctly identified increased weight and damaged liver.

The response below was awarded 2 marks.

- 1 Drinking too much alcohol can affect a person's health and wellbeing.
  - (a) (i) Identify two negative physical effects of drinking too much alcohol.
    - A Increased weight
    - B Increased socialisation
    - C Damaged liver
    - D Improved skin

(2)





## Question 1a(ii)

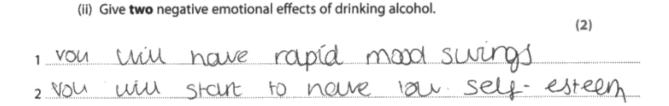
This question was answered particularly well by most candidates. Some candidates responded to social effect, rather than emotional effect. There was some repetition in responses. For example, they will be sad/unhappy, they will be depression

Many candidates had difficulties understanding concept with responses linked to social rather than emotional.

2 marks awarded. One mark awarded for low self esteem and one mark for depression.

(ii) Give <b>two</b> negative emotional effects of drinking alcohol.	(2)
1 low Self-esteem	
2 Depoiession	

The response below was awarded 1 mark for low self esteem. No marks were awarded for mood swings, as this is deemed as a generalised answer, rather than specific answer.



One mark was awarded for the low self esteem. No marks were awarded for mental health issues. This is not an emotional response and more linked to long term drinking.

(ii) Give <b>two</b> negative emotional effects of drinking alcohol.	(2)
1 Mental health Blues	
2 toolette low Self-esteem	





#### Question 1b(i)

The majority were able to gain 2 marks by naming two forms of contraception. Main responses were pill, implant and injection. Although the question asks for two forms of contraception, other than male and female condom, there were a significant number of candidates who condoms as a form of contraception. Their responses were awarded no marks.

The response below was awarded 1 mark for p. No pills, marks were awarded for pills as it was seen as the slang term used for the contraceptive pill.

No marks awarded for birth control.

(b) (i) Name two forms of contraception that Brett and Maddie could use to help prevent pregnancy, other than male and female condoms.		
		(2)
1	2:113	4
2 b	irth coutel	

The response below was awarded 1 mark as the candidate was able to name 'the coil' as a form of contraception. The morning after pill was awarded any marks as this was not seen as a contraception, as it is used after sexual intercourse.

prevent pregnancy, other than male and female condoms.	
	(2)
The morning after DIV	
2 the & coil	***************************************





## Question 1b(ii)

This item was answered particularly well by most candidates. Most answers named two sexually transmitted diseases. HIV, Aids, Chlamydia and Gonorrhoea being the majority of the responses. Spellings of the sexually transmitted diseases were extremely poor, however, candidates were not disadvantaged for this and marks were awarded where words were recognised.

There was evidence in this item of candidates naming thrush as a sexually transmitted disease when it is not. No marks were given for this answer. Below is an example, which was awarded one mark for HIV.

I					(2)
I	1 Hiv	·····	···	***************************************	 ***************************************
	2 Thru8h.	bbbankanga i i i bbbbbanana iai i i i i i	haba-a	bbbdddq1311111b	 ***************************************

Other candidates named STD as a sexually transmitted disease, which is incorrect. The response below is an example of a response that did not have any awardable material.

	(2)
1 STD	FEEETS
2 Urine disease	

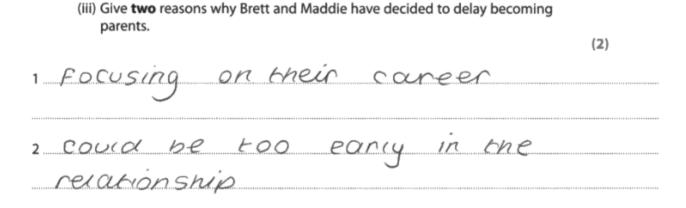




## Question 1b(iii)

This item was answered particularly well by most candidates. Most gave two reasons why Brett and Maddie have decided to delay becoming parents. Not being ready and not being financially ready being the majority of the responses.

The response below was awarded 2 marks.



The response below was awarded 1 mark as it gave one reason why Brett and Maddie have decided to delay becoming parents – They may not be ready. of poor hygiene - loss of friends. They may be taking things slow is a repetition of may not be ready.

(iii) Give two reasons why Brett and Maddie have decided to delay becoming

pa	rents.						(2)	
1 They	might	not	be re	ady fo	- Comit	ment	of	c
		1	**************************************	-				
2 Then	mare	he	taking	41:005	81041	-	· * *	
			122			:		
		·	; c					





The response below was awarded 2 marks. 1 mark was awarded for financial stability and 1 mark was awarded as 'wait for marriage so the child is not born out of wedlock' was awarded as religion and cultural beliefs from the mark scheme.

parents.				(2)
1 To ens	one fir	ancial	stabili	ty before
haveng	a chi	. W.		\ 0
2 To ua	it for	marr	age so	edlock.
crild	is not	born o	ict of u	redlock.
			0	

(iii) Give two reasons why Brett and Maddie have decided to delay becoming

## Question 1c(i)

Candidates found it difficult to state two effects of eating a balanced diet on Brett's physical health and wellbeing. Most candidates were only able to state one effect, the common answers being increase energy, weight loss or maintenance. There were numerous candidates who incorrectly stated physical and intellectual effects instead of physical effects.

2 marks awarded for the response below. Clear skin, linked to healthier looking skin and weight loss.

(c) (i) State two effects of eating a balanced diet on Brett's physical health and wellbeing.	
1 Clear Skin	(2)
2 approtiate weight LOSS	5





Below is another example of a 2 mark response. Marks were awarded for improved sleep, and increased energy levels.

wellbeing.	caltri ariu
	(2)
1 He will be able to Sleep better	which
means he will have a better	Sleep pattern
2 vuil become more energetic / have	more
energy to Ado stuff.	

Brett is going to the gym to help him to lo	se weight.
(d) (i) Give <b>two</b> ways that exercise can improv	ve <b>intellectual</b> health and wellbeing.
	(2)
1 improve concentration	
· clear thinking	16

#### Question 1c(ii)

The majority of candidates were able to gain full marks for this item. Some responses related to the effects of eating a balanced diet on Brett's physical and intellectual health and wellbeing, rather than on Brett's emotional health and wellbeing.

The example below highlights this error. Motivated is not an emotional response.





<ul><li>(ii) State two effects of eating a balanced diet on Brett's emotional health and wellbeing.</li></ul>	
	(2)
he will Start to feel nappier	
he will become more motourated to do	2 things
The response below achieved full marks.	
<ul><li>(ii) State two effects of eating a balanced diet on Brett's emotional health and wellbeing.</li></ul>	
	(2)
1 He cail have a positive self-image	
2 He air feel good and provid on huriself.	
The response below had no rewardable material. Brett will not become confident for eating a balanced diet, he would possibly become more colosing weight. Energy levels are linked to physical health and wellbeing.	
(ii) State <b>two</b> effects of eating a balanced diet on Brett's <b>emotional</b> health and wellbeing.	(2)
1 His energy levels will increase	
2 be well be more consider	





#### Question 1c(iii)

The majority of candidates were able to give two identifications of the barriers that might make it difficult for Brett to lose weight. However, candidates lacked extensions on this question. Responses that did correctly identify time restrictions and lack of support as identifications, however, did not show enough understanding to expand to achieve full marks.

The response below achieved 2 marks for the identification of lack of knowledge and lack of motivation. The explanations are too vague for an explanation question.

(iii) Explain two barriers that might make it difficult for Brett to lose weight.

1 Brett may have a lack of knowledge on how to lose Height Which now is a barrier as he won't know which methods to use inverter to lose this meight which may not have to motivation to lose Height to which means and instead he will pravastinate resulting in no neighbors.

The response below achieved 3 mark. The first response identified lack of time - achieving 1 mark. The second response achieved 2 marks. The second response identified lack of support and the candidate expanded their answer to explain that Maddie was the influence.





Lock of time for activities

Such as gym can make it

narder to cose weight with

Just a balanced diet

Lack of motivation from Maddie,

Brett may struggle without

emotional support.

(iii) Explain two barriers that might make it difficult for Brett to lose weight.

The following response was awarded the full four marks, giving two identifications and explanations to the barriers that might make it difficult for Brett to lose weight.

In the first response 'Lack of support' was the awarded identification, the awardable explanation being from family, Maddie.

The second response 'Time restrictions' was the awarded identification, the awardable explanation being unable to make correct healthy choices.

(iii) Explain two barriers that might make it difficult for Brett to lose weight.

1 Maddie Could be a barrier for Brett because

If they are eating different foods She might

Persuade him to have What She is having most

Nights which might be be a heathy mean

2 Not having enough time could be a barrier for Bret

because if he dosn't have enough time to get a

healthy mean he may go and get a take away

for quickness



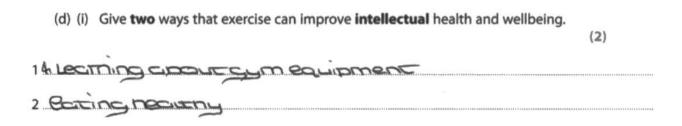
(4)



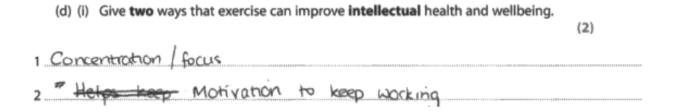
## Question 1d(i)

Candidates found this question difficult to answer, candidates appeared not to understand the concept of intellectual health and wellbeing. There were some icorrect responses related to thinking how an individual looked and how others saw or related to them.

Below is an example of a response that did not contain any awardable material. The response does not link to ways that exercise can improve intellectual health and wellbeing.



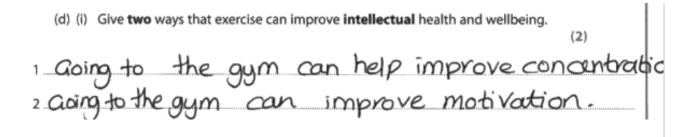
Some candidates were able to achieve the full two marks. Below is a well answered response. Marks were awarded for improved concentration and improved focus.



Below is an example of a response that achieved one mark for improved concentration. Again, candidates also gave emotional responses.







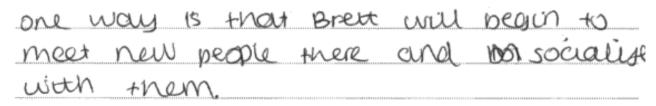
## Question 1d(ii)

Candidates were able to outline how going to the gym could have a positive effect on Brett's social wellbeing.

The response below was awarded 2 marks for meet new people and socialise with them as an appropriate extension. Making new friends and meeting new people were the most common responses.

(ii) Explain one way that going to the gym could have a positive effect on Brett's social wellbeing.

(2)



The response below was awarded 1 mark as it identified that Brett could make new friends. The response has been repeated by identifying new friends as a positive effect on Brett's social wellbeing.



(2)



(ii) Explain one way that going to the gym could have a positive effect on Brett's social wellbeing.

He will meet new people and can make new fairends and because of this, his interest to go to gony gym will increase more.





## Question 1d(iii)

This question required candidates to explain two ways in that going to the gym could have a negative effect on Brett's and Maddie's relationship. Some candidates focused on Maddie or Brett may be feeling and not on their relationship and therefore did not achieve marks for this response.

The example below achieved full marks. The first response identified they could drift apart and the expansion was spending time apart. This is an example of the identification and expansion being in different responses of the mark scheme. The second response identifying they do not have sex, leading to the expansion of Brett being tired from going to the gym.

(iii) Explain two ways that going to the gym could have a negative effect on Brett

and Maddle's relationship.

(4)

1 Brett may not be spending as much time with maddle so they may become distant and unhappy.

2 He will be tired after working then going to the gym which may effect their sexual relationship causing them to be unhappy, and sexually frustrated.

(Total for Question 1 = 26 marks)





The response below was awarded 2 marks, one mark for identifying the breakdown in their relationship and explaining that this that this is due to Brett spending little time at home.

The second response mainly relates to Maddie.

and Maddie's relationship.

(4)

1 One way that going to the gym could have a regative effect on Brett and maddie's relationship is maddie may kose trust for Brett due to going gym four times a day after work, could make her thrus he is cheating. 2 Another way that going to the gym could have a negative effect on Brett and moddle's relationship is that maddle could become donely, due to Brett hardly bung home, this could also lead his unto depression.

(Total for Question 1 = 26 marks)

(iii) Explain two ways that going to the gym could have a negative effect on Brett

The following response achieved 3 marks. The marks were achieved through identifying the breakdown in their relationship due to them spending time apart. Also drifting apart achieved a mark.





<ul> <li>(iii) Explain two ways that going to the gym could have a negative effect on Brett and Maddie's relationship.</li> </ul>	
1 Brett is spending less time away from Maddie,	
which could push them away from each other as Brett is meeting new people.	
2 Brett and Maddie are sucralised around each other less. This could make the new whole relationship	
fall apart.	

The response below did not achieve any marks as the response did not link to the question.

(iii) Explain two ways that going to the gym could have a negative effect on Brett

and Mad	ldie's rela	itionship.					(4)
Madd	ì e	weetle	voe .	(i	ssing	Bu	214
0.5	he	دآ	at	C.	יסגוכ	$\Leftrightarrow$	and
gym	7	nout	thru	19NC	wt -	+ 12	
day-							
Breth		WULL		be	+14	red	
since		ne	೪೧೯	2	10	the	99~
and	\\\\	wn_	ro	90	ets to	U	sek he
1 Iliw	026	fuci	35.				





#### Question 2a (i)

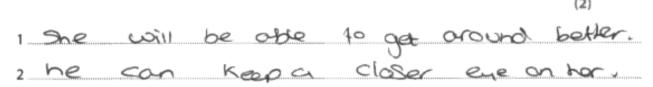
This item was answered well. A common mistake by candidates was to highlight environmental factors rather than effects. For example, have more space or limited mobility.

1 mark awarded

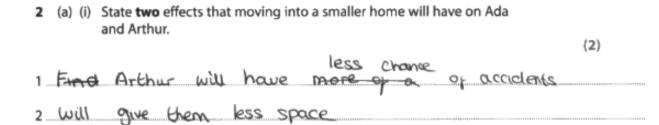
Keep their independence (1)

Keep a closer eye on her is an effect on Arthur and not for the both of them.

2 (a) (i) State two effects that moving into a smaller home will have on Ada and Arthur.



1 mark was awarded for the following response for no personal space. Less accidents and become closer were common responses that did not link to the question and were not awardable material. No marks were awarded for less chance of accidents, as there is nothing in the scenario to indicate this.







# Question 2a (ii)

The majority of candidates correctly give one informal and formal source of support available to Arthur and Ada.

Friends and Social worker were given full awardable marks for informal and formal sources of support.

(ii) Give <b>one</b> source of informal and <b>one</b> source of formal support available Ada and Arthur.	e to (2)
Informal	(-/
Flavoury brosbookers. Friends	
Formal	
social worker.	
The following response was awarded one mark for family. Youth group wa any marks as it is not relevant to Arthur and Ada as they are elderly.	as not awarded
(ii) Give <b>one</b> source of informal and <b>one</b> source of formal support available to Ada and Arthur.	y
	(2)
Informal	
Friends and/orfamily.	
Formal	
Youth acoup.	





relevant to the scenario.	
(ii) Give one source of informal and one source of formal support available to Ada and Arthur.	<b>V</b>
	(2)
Informal	
friend	
Formal	

Again, friend was awarded a mark, however, counsellor was not awarded as not

## Question 2a (iii)

Counsellor - couples

Most responses were able to identify and expand on one way that moving home could affect their social health and wellbeing. Responses mainly focussed on lack of contact with friends and family and also reduced socialisation/isolation, and not being able to see friends as they are now living far away.

Below is an example of a 4 mark response. Social isolation was identified as a way moving home could afeect Arthur and Ada's social wellbeing. The extension being as they will not see anyone they know, achieving 2 marks. The second response stated increase social more often due to making new friends, achieving full marks. Few candidates were able to provide both two identifications and extensions.

wellbeing.	(4)
1 they may not leave	the house as much
as theyof liked, and	Caud Males them
not want to as the	y wont See anyone
that they know.	
2 they may find new	of and leave the nouse
Socialise more often	n and leave the nouse

(iii) Explain two ways that moving home could affect their social health and





Another example of a 3 mark response, the first response gave social isolation a way that moving home could affect their social health and wellbeing.

Followed by less contact with family as they no longer live near.

(iii) Explain two ways that moving home could affect their social health and wellbeing.

(4)

They may not get out

frequently to see their

foreign which could cause

Social isolation

They could lose good bonds they have girl family

members if they do not yell see them yell often.

The majority of candidates gave 'Less contact with family' as an identification, followed by 'as they no longer lived near' as their expansion. However, as shown in the second response, were not able to give further ways that moving home could affect Arthur and Ada's social health and wellbeing.

(iii) Explain two ways that moving home could affect their social health and

wellbeing.

1 moving homes could affect adas and Arthurs

Social health and wellbeing because the may move
for away and friends and femily might

not be able to go see them.

2 not and arthur wont have anyone to get
to when they need something as they
would have to wait for someone to get

transport.



#### **Question 2b**

This item required candidates to outline two possible effects of irregular sleeping patterns on Arthur's health and wellbeing. This was a well answered question, where most responses were able to outline lack of concentration, low immune system, tired and low energy being the most popular responses. The majority of candidates achieve the full marks in this question.

The following response was awarded 2 marks for outlining lack of concentration and stress as the possible effects of irregular sleeping patterns on Arthur's health and wellbeing.

(b) Outline two possible effects of irregular sleeping patterns on Arthur's health and wellbeing.	
	(2)
Increased stress as he is not lett	ing
his brain rest	
Decrease in concentration levels	***************************************
	- :

#### Question 2c (i)

The following question asked for the candidates to outline two effects of smoking on Mandy's social wellbeing. Candidates responses focused on lack of energy due to concerns over smell, with few identifying passive smoking. Similarly making new friends was often given as a correct answer.

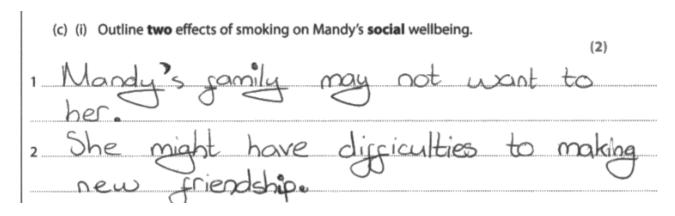
The first response was not awarded any marks as it does not refer to passive smoking or smell. The second response below was awarded one mark for outlining that Mandy may not be included in non smoking events/places. This is positive marking in favour of the first part of the question.





(c) (i) Outline <b>two</b> effects of smoking on Mandy's <b>social</b> wellbeing.	(2)
1 Some people may not want to socia	لنغو
with her because she snokes	
2 she may not be able to participate	
activities with friends because of ner u	ng

The following response had no awardable material, as the first response does not outline an effect on Mandy's social wellbeing. The second response is more about developing relationships. Some candidates gave responses that were not age appropriate to Mandy.



Below is a good example of a response which achieved full marks for outlining Mandy's lack of engagement due to concerns of passive smoking and also linked to making new friends.

(c) (i) Outline two effects of smoking on Mandy's social wellbeing.

(2)

1 One effect is that non Smoress may not want to be course of the smell 2 Another effect is that She could make a new friend in places Such as Smoring areas.



#### Question 2c (ii)

Candidates were able to gain marks in this item as they were able to explain how Mandy's poor hygiene could impact on her health and wellbeing. Many candidates were able to give an identification, but few gave appropriate extensions. Social isolation and increased risk of illness were by far the most popular answers. The most popular responses referred to low self-esteem, low self-image and depression.

The following response achieved 3 marks for identifying increased risk of illnesses and low mood, followed by an expansion of 'due to body odour'. Social isolation is another identification in the response, however, only two identifications can be awarded.

<ul><li>(ii) Explain two ways that poor personal hygiene could impact Mandy's health and wellbeing.</li></ul>	
(4)	)
1 a foor hygiene can create infections ar illnesses and she could become 'us due infections that She's got.	to
2 She may not realise that She smells and Still try and interact with people who don't want to therefore making her Sad because she doesn't know whathay	

The following response achieved 2 marks for social isolation and body odour.





<ul><li>(ii) Explain two ways that poor personal hygiene could impact Mandy's h and wellbeing.</li></ul>	nealth
	(4)
1 She won't look presentab	se for
one thing, & people won't a	ont to
approach her.	
2 She may have the body	odor

#### **Question 2d**

The following item produced some good answers by candidates who were able to discuss both strategies and barriers in detail, with specific links to the Alex in the scenario.

There was evidence of 'lists' of strategies and barriers resulting in the responses staying in Band 1, linked to level 1 candidates' responses. This did not lead to discussion in the responses.

Candidates who did move into Band 2 were able to explain, however, did not develop their responses enough to move into the band 3 criteria.

The following response was awarded 2 marks awarded, this response is at the middle of mark band 1.

The content links to level 1 with limited information that links to any strategies and barriers that Alex could use. There is evidence of both strategies that could help him stop smoking, these are intervention strategies and motivation.

There are also few barriers Alex may face, however, there is little discussion. The expansions are also not developed and explained.





may prevent her.	(8)
There are many amongs strategies Alex could like to M	<b>2</b>
smoking, they each come with little hurdles that now	
effet the cycle Maugh	
Nicotine patches are one of the most common ways	
quitting but are not the cheapent, so if the pers	
wanting to use the nicotine patch method is ling	
war money, they should avoid it. Nicotine patches also	
with the actual cigarette problem, as they still fi	r Aca ab
puh niotire	(1333)-5-430(44413)111
Motivation is also a maune barrier which needs	to be face
when stopping smoking as a all methods require	
person to acrually be motivated to stop, i	
any motivation, trying to stop would be	
waste of time and energy.	***************************************
( ) /	

(d) Discuss the strategies that could help Alex to stop smoking and the barriers that

The following response was awarded 6 marks as the candidate has linked the answer to Mandy's wish to stop smoking in the question. The response considers both barriers and strategies and most points are relevant to Alex.

There are a number of strategies that have been answered in detail, however, the strategies and barriers are limited. To move into Band 3 the candidate could have gave more examples of strategies and barriers. A sophisticated response.





(8)

My first strategy that I would recommend is finding a support group
of other smoking addicts who are recovering. A borrier that may prevent he is
Anat she's too scaled to find see a support group due to possible
embarrasment, a law sey-esterm or anxiety.
However, if that doesn't work out I would also recommend setting a
SMART target; perhaps culting down on how much Alex smokes until it
turns to zero. As much as this idea could work, a barrier could be her
softing an unrealistic good, like cuding down completely stopping in just a
week.
Another strategy could be ensuring that there are no teases or triggers
(such as eigenette packs) to tease her into smaking, because it only takes
one to set he off Clearly a barrier of this is that because she has
been smaking for so long, there's many chances that she will find
evidence of a past digocrette. Which could ruin everything.
"Another good strategy for slowly cutting down is using replacements such
as nicotine chewables or a vape. Both arm't great though phyrially and
<sup>5</sup> A bastier or excuse however is that she may project that they are
the same as smoking so why end down stop an addiction to
Start another one?
Finally a strategy she could attempt is using informal support. Possibly
not her must make due to her being a heavy smoker herself, but





1	
	using the help of positive peer pressure from her friends may
	really be a huge confidence boost. Only barrier is, she may either not
	have many friends, or those she may have could negatively pear pressure
	her into having a smoke.
	In conclusion, there are several strategies that she can use to
	recover they just an come with a risk. She con't make excuses and
	she'll just have to try put her mind to it. Source
1	

The following response was awarded 4 marks and is at the bottom of mark band 2.

The response has identified and discussed strategies Mandy could do to stop smoking and barriers that she may face. To move into Band 3 the response needs to discuss more strategies and barriers, the learner end of the response was repetitive and, therefore, was not awardable.





and seek formal support (8) alex could go to the Doctors' to discuss her oddiction, the doctor would sit down with and lay out a plan on how to cut down smoking. He may give her nicoseen patches and gym and also get hor to set a god on how much she works to cut down on a week.

a barrier to this may be that alex has anxiety and doeint feel comfortable enough to go to the doctors on her own and to speak to them about her addition.

alex could seek informal help from her family and they could help apport her in culting down smoking and continue to encourage her to do so.

a burrier to this could be that har family

arent very suppositive in helping her to tate down and his could cause her to relapse and not want to continue on the road to althing down airly up smoking-





alex a could seek informal support from her friends and they could sit down with her and tak about ways that she could stop smoking and keep at it.

a barrier to this could be that her French don't want har to give up smoking or that they don't want to support her in this.

Alex could go and seek formal support from a specialist the specialist could give her shortegics on how to give up smoking, how to cut down, what is the reason she smokes.

the barrier to this could be that Alex doesn't know about smoting specialists so may not be able to seek help from them





#### **Summary**

Based on their performance of this paper, candidates should:

- write in the space provided, extended responses do not attract more marks, unless they provide expansion as described in the examples, above.
- use the information in the text boxes, if supplied.
- candidates are reminded to note the command verb used in each question.
- manage their time effectively to ensure they can spend enough time on each question, it is useful to allow 2 minutes for each mark, meaning they will be able to complete the paper within the allowed time.
- use appropriate language, as explained in the specification.
- be reminded that marks are not awarded for repetition of the question
- read the question carefully and only write answers that relate to the specific factors requested.









For more information on Pearson qualifications, please visit <a href="http://qualifications.pearson.com/en/home.html">http://qualifications.pearson.com/en/home.html</a>

Pearson Education Limited. Registered company number 872828 with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE





