Exam Board: Pearson (Btec Tech Award)
Subject: Health and Social Care
Paper: Component 3
Marks available: 60
Length of paper: 2 hours
Topics: LAA, LAB & LAC

Exam Information, guidance and hints

Command words:

Key words/Command verb	Definition
Complete	Provide the missing information for a table so that it is complete (contains all the necessary information).
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Explain	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Give	Provide a response i.e. feature, characteristic or use of.
Identify	Usually requires some key information to be selected from a given stimulus/source.
State	Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context.

Videos:
 ▶ **BTEC Tech Award Health & Social Care | Component 3 Exam paper in 15 mins**

1. Identify **one** <u>social factor</u> that can affect health and wellbeing.

   ☐ **A** ~~Physical ill health~~ – a physical factor

   ☒ **B** Discrimination [1]

   ☐ **C** <u>Community participation</u> – a cultural factor

   ☐ **D** <u>Mental ill health</u> – physical factor

   (Total for Question 1 = 1 mark)

2. State **two** <u>negative</u> effects that bullying has on PIES [2 from the list = 2 marks]

   - Can't sleep [1], sleep pattern, make mistakes/accidents, miss school/work - physical
   - Poor appetite [1], not eating enough, tiredness, low BMI - physical
   - Poor concentration [1], mistakes/accidents, preoccupied - intellectual
   - Depression [1], feel low - emotional
   - Low self-esteem [1] - emotional
   - Lack of confidence [1] - emotional
   - Poor self-worth [1] - emotional
   - Fearful, afraid, scared, confused - emotional
   - Isolation causing loneliness [1], no one to share emotions
   - No belong [1] and insecurity [1]

   (Total for Question 2 = 2 mark)

3. State **one** lifestyle CHOICES that can have an effect on health and wellbeing.
[2 from the list = 2 marks]

- Nutrition un/balanced diet [1] growth/repair/energy levels/immunity
- Alcohol [1], above 14 units a week, liver disease, lots of calories/sugar – diabetes
- Physical activity [1] – weight management, lung strength
- Smoking [1]– lung disease
- Substance misuse [1], illegal or legal drug abuse

(Total for Question 3 = 1 mark)

4. Identify **two** cultural factors that can effect health and wellbeing. [2]

☒ **A** Gender identity

☐ **B** ~~Financial resources~~ – economical factor

☐ **C** ~~Abuse and neglect~~ – environmental factor

☐ **D** ~~Inherited conditions~~ – physical factor

☒ **E** Community participation

(Total for Question 4 = 2 mark)

5. Explain **one** <u>negative</u> effect of a home environment for an individual's health and wellbeing [1 mark for reason, 1 mark for impact – NO Marks for repeating an impact]

- Overcrowded [1] plus > sleep disturbance [1] higher risks of infection [1] depression [1]
- Parental conflict plus [1] > plus > sleep disturbance [1] stress-immunity [1] depression [1]
- Sibling bullying [1] > plus > sleep disturbance [1] stress-immunity [1] depression [1]
- Neglect/Abuse [1] > plus > sleep disturbance [1] stress-immunity [1] depression [1] physical injury [1], underweight [1] poor personal hygiene [1]

(Total for Question 5 = 2 mark)

6. Explain **two** <u>positive</u> effects that physical activity can have on health and wellbeing
[1 mark each, two from the list below, 1 mark for impact – NO repeating an impact]
- Muscle strength [1], heart muscle strength [1], lower resting heart rate
- Weight management [1] burns off calories
- Strengthens lungs [1] better peak flow
- Remain flexible [1] greater range of movement, lowers risk of injury
- Good stamina [1] lowers risk of heart disease
- Lift a mood [1], happy chemicals [1] (endorphins)

(Total for Question 6 = 4 mark)

7. Give **one** negative effect that redundancy can have on social wellbeing.
[1 mark each, two from the list below]

- Unable to join family/friends in leisure activities [1]
- Unable to join family/friends at a meal out [1]
- No longer see work colleagues [1]

(Total for Question 7 = 1 mark)

8. **Explain** **two** positive effects that religion could have on emotional wellbeing for an individual [1 mark for positive, further 1 mark for explaining, from the list below]

- Sense of belonging [1], socialising with like-minded people, share feelings [1]
- Comfort in difficult times of need [1] feeling cared for by God or gods [1] not alone
- Celebrate holy days with family and friends [1] opportunity to catch-up/talk [1]
- Shop/eat religious prepared foods [1] catch-up with friends/neighbours/family [1]

(Total for Question 8 = 4 mark)

9. State **one** positive effect living in a rural location for an individual.
[1 mark from the list below]

- No pollution [1] not inhaling particles and poisonous gases
- Accessible/near by places to exercise [1]
- Fresh air, pleasant views can lift a mood [1], mindful practice, grounding
- No noise pollution from busy roads/factories [1]
- No disturbed sleep from noise [1]

(Total for Question 9 = 1 mark)

10. Explain **two** effects of parenthood can have on social wellbeing of an individual.
[1 mark for positive, further 1 mark for explaining X 2, from the list below, NO REPEATS]

- Meet other parents at babies/toddler groups, in school playground, sports club [1] a lot in common, share experience/emotions/belonging and support each other [1]
- Make new friends with parents [1] a lot in common, share experience/emotions and support each other [1]
- Isolated [1] and feel loneliness/disconnected with new born or single parent [1] unable to go out too tired
- Can't work or single parent [1] can not afford to go out with family/friends [1]
- Supportive/unsupportive family friends [1] impact of either on self-esteem [1]

(Total for Question 10 = 4 mark)

11. State a BMI kg/m$_2$ for a health BMI

Healthy BMI range (18.5) 19-24 [1] or a number within the range [1]

(Total for Question 11 = 1 mark)

> A practice nurse at the GP informs Kashmira her BMI is 30 which means she is obese.

12. Explain **two** potential long-term risks of Kashmira's BMI 30kg/m$_2$
[1 mark from the list below, a further 1 mark for explaining X 2, there should be no NO REPEATS even close similarities for the second mark]

- Diabetes Type 2 [1] unbalanced diet fats/sugars overworks the pancreas – insulin issue [1]
- Heart disease/attack [1] fatty plaque or atherosclerosis inside the heart arteries CHD [1] or blood volume greater in larger body, a strain on the heart working harder [1]
- Stroke [1] fatty plaque or atherosclerosis inside arteries causes a block/burst, a brain bleed [1]

(Total for Question 12 = 4 mark)

Kashmira has no physical activity each day

13. Explain how no physical activity can increase her BMI

The intake of calories [1] is greater than the energy and calories burnt off [1].

(Total for Question 13 = 2 mark)

14. Identify **one** benefit of the importance of a person-centred approach for individual's.

☐ **A** ~~Considers (takes into account) individuals needs~~ - approach

☐ **B** ~~Reduces complaints about the service~~ - service

☒ **C** Improves individuals independence

☐ **D** ~~Considers (take into account) circumstances~~ - approach

(Total for Question 14 = 1 mark)

The practice nurse wants to provide Kashmira with information and support health to improve her health and wellbeing. Kashmira was retired from her job and has been watching Bollywood movies and box sets. Kashmira' husband passed away and her children do not live close and only visit occasionally.

The practice nurse suggests Kashmira does physical activity every day.

15. Discuss how Kashmira's circumstances could affect her ability to carry out physical activity every day.

[1 mark for a key point, a further 1 mark for explaining X 2, from the list below, NO REPEATS – see the descriptor table on the next page]

<u>Must use a literacy level – a discussion eg. this maybe, however, for instance</u>
Answers will be credited according to the learner's demonstration of knowledge and understanding analysed from the case study content, using the indicative content and level descriptors in the table on the next page, page 7.

Indicative content (key points list)

- Retirement means Kashmira has left work which means she is in later adulthood, she must rely on less money as she is no longer earning. She will get her pension which is less [1]
- Kashmira will not have money for any fitness clothing and footwear [1]
- Kasmira could not afford gym membership [1]
- However, walking is free, the Park Run is free, exercises within her home is free like using the steps or dancing [1]
- Kasmira may lose touch with her work colleagues, her work friends and lose connections [1] she will have no one to get support from or motivation. [1]
- Kashmira's husband passed away and her children only visit occasionally as they live far away, this means she has no close family to encourage and support her [1] she may feel lonely and withdraw so she just hides at home watching TV [1]
- Kashmira could join a local walking group for people who have retired and find new friends and support from like-minded people, peers [1]
- Kashmira is grieving and may feel isolated or want to withdraw and be left alone [1] if she is depressed she will not have the self-worth/self-esteem/confidence to motivate herself [1]

Three actions – suggestions and the doctors suggestions	Ways the actions could improve Sarah's health and wellbeing
Follow a balanced and nutritional meal plan to ensure Sarah has at least 2,000 calories per day. [1] (The GP could refer her to a dietician for support)	Increasing intake of calories will ensure Sarah puts on weight so her BMI is then in the healthy range.[1] A set meal plan will help Sarah focus on meals and not skip them, she will then drink less alcohol as she is full and occupied, reduce dependency [1]
Increase 100-200 calorie health snacks in between meals to improve her BMI [1]	This will ensure she is eating over the usual recommended 1,500 for a female, meaning she will increase weight instead of staying the same [1]
Decrease her alcohol consumption to under 14 units per week	The reduce risk of diabetes [1] (high sugar in alcohol) and liver damage [1] will reduce when Sarah limits herself to no more than 14 alcohol units per week.
Attend a local support group for people who are reducing or stopping drinking, to share experiences and encourage and praise each other.	To increase socialising, shearing emotions and ideas from others about how to reduce her alcohol units to below 14 a week. [1] She is less likely to damage her liver or develop diabetes. [1 no repeating if this has been used as above]
Attend counselling to support Sarah whilst she is reducing her alcohol intake and improving weight as there must be a reason or reasons she is in this position	To better cope with emotional issues which are affecting her ability to self-manage eating 3 meals a day and drinking of too much wine. [1] Counselling can be off-loading and finding coping strategies [1] She is less likely to damage her liver or develop diabetes. [1 no repeating]
Reconnect with family and friends who don't drink (motivating and supported) and avoid family and friends who she has been drinking with (unsupportive)	To better cope with emotional issues and socialise with support to reduce alcohol intake [1] She is less likely to damage her liver or develop diabetes. [1 no repeating] Avoid bad influences, peer pressure

Sarah is underweight which makes her feel dizzy and weak. She has not been eating enough and has replaced some meals with drinking two bottles of wine 9/10 alcohol units a say. [1 mark for a key point, a further 1 mark for the reason/aim/purpose]

Sarah has recently moved and does not know anyone in her local area. She does not have any informal support

[1 mark for a key point, a further 1 mark for the reason/explanation]

16. (b) Explain **two** ways a support group could improve her health and wellbeing.

- Can get practical support and techniques for reducing the amount of alcohol consumed [1] from people who are non-judgemental and are experiencing the similar problems [1]
- Can get emotional support when socialise with people who are not drinking and are a positive influence [1] this can be encouraging/inspiring/ motivating/get praise/feel rewarded and [1] improve self-esteem/self-worth [1 don't repeat, choose one]
- Can feel a sense of belonging with like-minded non-judgemental people [1] which will improve self-esteem/confidence etc [1 - don't repeat, choose one]

[4]

Dave had an accident and has a significant sight impairment. He also fractured his pelvis and uses a walking frame. He needs to attend regular physiotherapy and ophthalmology (eye) clinic. His friend works during the day and cannot take him to an appointment.

17. (a) Explain **two** barriers that could prevent Dave from improving his health and wellbeing.

Sight impairment is a <u>sensory barrier</u> he use to be able to see, this is sudden [1]

Pelvis fracture is a <u>physical barrier</u> affecting mobility and pain levels [1]

Dave will miss his planned appointments as he can not get to them unsupported [1]

Dave can not use public transport as he can't see and is in pain even though he is slightly mobile with a walking frame. [1]

Dave will not be working with a sudden change in money, this is a <u>financial barrier</u> [1] a taxi will cost money that he does not have spare [1]

18. Discuss how Daneila's circumstances may affect her emotional in adolescence.

[1 mark for a key point, a further 1 mark for explaining X 2, from the list below, NO REPEATS
  – see the descriptor table on the next page]

Must use a literacy level – a discussion eg. this maybe, however, for instance
Answers will be credited according to the learner's demonstration of knowledge and understanding analysed from the case study content, using the indicative content and level descriptors in the table on the next page, page 11.

Indicative content (key points list);
- She will have a bond/attachment/connection with friends who know and accept her, [1 choose one] this a long-term friends who have been with her since she started school, she is confident and comfortable with them [1]
- She will have a bond/attachment with her teacher/teaching assistant who know her and are able to support her to keep up as much as she is able to [1] she feels understood/supported/empowered/secure [1 No REPEAT from above choose one]

- Daneila may feel that she is not as clever as her friends and is being rejected from the school her friends are going to [1] this will be damaging to her self-esteem/confidence/self-worth/self-image/happiness [1 choose one]
- Daneila could feel excited about meeting new friends who have similar abilities and experience she has [1] she is happy/motivated
- Daniela may feel upset/afraid/worried/anxious about the change in school [1 choose one] this stress can affect her concentration which is adding to her unhappiness [1]
- Daniela will have the specialist support to ensure her learning needs are met [1] she will feel content/happy/secure/confident [1 choose one]
- Daniela may feel grown-up as she starts Year 7 [1] this will encourage a positive self-image/self-esteem [1]

Hints/tips:
Read through each question carefully making sure you are looking for keywords and the command verb, the number of examples you must give and whether these need to be positive or negative!

BUG method:
Box – Firstly, students box the command word. This highlights what type of answer the examiner is looking for.
Underline – Then they underline key words, this allows them to jog the pupils memory of the topic.
Glance – Finally they glance over the question again to gain any more information thus allowing them to analyse the question thoroughly and depict what the examiner is asking.

Question types:
- Multiple choice = use an X in the box to indicate your answer
- State = requires a simple short answer, eg:
  State one economic factor, other than income, that can affect health and wellbeing
- Explain = requires an explanation of the effect or impact of something (eg 1 mark for the effect, 1 mark for the linked expansion), eg:
  Explain two positive effects that becoming a parent could have on an individual's health and wellbeing.

PLC TEMPLATE

Mock 2

Topic	Key information related to topic	Resources/Information related to topic	How well do you understand this topic? RAG		
			Red	Amber	Green
Learning Aim A Topics					
Definition of health & wellbeing	A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Physical factors	o inherited conditions – sickle cell disease, cystic fibrosis o physical ill health – cardiovascular disease, obesity, type 2 diabetes o mental ill health – anxiety, stress o physical abilities o sensory impairments.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Lifestyle factors	o nutrition o physical activity o smoking o alcohol o substance misuse.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Social factors	o supportive and unsupportive relationships with others – friends, family, peers and colleagues o social inclusion and exclusion o bullying o discrimination.	Revision Guide, Google Classroom Lesson and Revision Resources.			

Cultural factors	o religion o gender roles and expectations o gender identity o sexual orientation o community participation.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Economic factors	o employment situation o financial resources – income, inheritance, savings.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Environmental factors	o housing needs, conditions, location o home environment – living with a high level of parental conflict, experiences of abuse and neglect o exposure to pollution – air, noise and light.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Impact of Life Events	o physical events o relationship changes o life circumstances.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Learning Aim B Topics					
Physiological Indicators: **Pulse (resting and recovery after exercise)**	Interpretation of physiological data according to published guidelines: o resting heart rate (pulse) – normal range 60 to 100 bpm o heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness The potential significance of abnormal readings: o impact on current physical health (short-term risks) o potential risks to physical health (long-term risks).	Revision Guide, Google Classroom Lesson and Revision Resources.			

Physiological Indicators: **Blood Pressure**	Interpretation of physiological data according to published guidelines: o low blood pressure 90/60mmHg or lower o ideal blood pressure between 90/60mmHg and 120/80mmHg o pre-high between120/80mmHg and 140/90mmHg o high blood pressure 140/90mmHg or higher The potential significance of abnormal readings: o impact on current physical health (short-term risks) o potential risks to physical health (long-term risks).	Revision Guide, Google Classroom Lesson and Revision Resources.			
Physiological Indicators: **Body Mass Index (BMI)**	Interpretation of physiological data according to published guidelines: o underweight below 18.5 kg/m2 , o healthy weight between 18.5 kg/m2 and 24.9 kg/m2 , o overweight between 25 kg/m2 and 29.9 kg/m2 o obese between 30 kg/m2 and 39.9 kg/m2 , o severely obese 40 kg/m2 or above. The potential significance of abnormal readings: o impact on current physical health (short-term risks) o potential risks to physical health (long-term risks).	Revision Guide, Google Classroom Lesson and Revision Resources.			
Lifestyle Indicators: **Nutrition**	Interpretation of lifestyle data according to published guidelines: o nutrition – the Eatwell Guide o impact on health	Revision Guide, Google Classroom Lesson and Revision Resources.			

Lifestyle Indicators: **Physical Activity**	Interpretation of lifestyle data according to published guidelines: o Combination of moderate to vigorous activity o impact on health - eg lowers risk of cancer, depression, cardiovascular disease	Revision Guide, Google Classroom Lesson and Revision Resources.			
Lifestyle Indicators: **Smoking and Substance misuse**	Interpretation of lifestyle data according to published guidelines: o Importance of quitting smoking o impact on health of smoking o impact on health for misusing drugs	Revision Guide, Google Classroom Lesson and Revision Resources.			
Lifestyle Indicators: **Alcohol**	Interpretation of lifestyle data according to published guidelines: o less than 14 units per week o impact on health if drinking too much	Revision Guide, Google Classroom Lesson and Revision Resources.			
Person-centred approach to improving health and wellbeing:	● The ways in which a person-centred approach takes into account an individual's: o needs – to reduce health risks o wishes – their preferences and choices o circumstances – to include age, ability, location, living conditions, support, physical and emotional health. ● The importance of a person-centred approach for individuals: o makes them more comfortable with recommendations, advice and treatment o gives them more confidence in recommendations, advice and treatment o ensures their unique and personal needs are met o increases the support available to more vulnerable individuals	Revision Guide, Google Classroom Lesson and Revision Resources.			

	o improves their independence o they are more likely to follow recommendations/actions to improve their health o they are more motivated to behave in ways that positively benefit their health o they feel happier and more positive about their health and wellbeing ● The benefits of a person-centred approach for health and social care workers and services: o it improves job satisfaction for health and social care workers o it saves time for health and social care services o it saves money for health and social care services o it reduces complaints about health and social care services and workers				
Recommendations and actions to improve health and wellbeing: **Recommendations for a healthy heart**	● Established recommendations for helping to improve health and wellbeing: o improving resting heart rate and recovery rate after exercise o improving blood pressure o maintaining a healthy weight o eating a balanced diet o getting enough physical activity o quitting smoking o sensible alcohol consumption o stopping substance misuse.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Recommendations for diet and weight control		Revision Guide, Google Classroom Lesson and Revision Resources.			
Recommendations for lifestyle changes		Revision Guide, Google Classroom Lesson and Revision Resources.			
Recommendations and actions to improve health and wellbeing:	● Support available when following recommendations to improve health and	Revision Guide, Google Classroom Lesson and			

Support available (Professional, Formal, Informal)	wellbeing: o formal support from professionals, trained volunteers, support groups and charities o informal support from friends, family, neighbours, community and work colleagues.	Revision Resources.			
Barriers to accessing identified services	● Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service. ● Potential barriers as appropriate to the individual and the recommendation: o physical barriers o barriers to people with sensory disability o barriers to people with different social and cultural backgrounds o barriers to people that speak English as an additional language or those who have language or speech impairments o geographical barriers o resource barriers for service provider o financial barriers.	Revision Guide, Google Classroom Lesson and Revision Resources.			
Potential Obstacles when following recommendations	● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. ● Potential obstacles as appropriate to the individual and the recommendation: o emotional/psychological o time constraints o availability of resources o unachievable targets o lack of support.	Revision Guide, Google Classroom Lesson and Revision Resources.			