Pearson

Health and Social Care

Sample Assessment Materials:

Component 3: Health and Wellbeing

For use with: Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

Issue 2

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Write your name here

Surname

Other names

Pearson BTEC Level 1/Level 2 Tech Award

Centre Number

Learner Registration Number

Health and Social Care

Component 3 Health and Wellbeing

Sample assessment material for first teaching
September 2018
Supervised hours: 2 hours

Paper Reference

XXXXXX

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need*.

Information

- The total mark for this assessment is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each activity*.
- This booklet contains material for the completion of the assessment under supervised conditions.
- This booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series.
- This booklet should be kept securely until the start of the 2 hour supervised assessment period.
- This assessment should be undertaken in one sitting timetabled by Pearson.

Advice

- Read each section carefully before you start to answer it.
- Try to answer every section.
- Check your answers if you have time at the end.

Turn over ▶

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Assessment

You must complete ALL questions.

SECTION A: Assessing health and wellbeing

You are a health care assistant at your local health centre. You have been asked to assess the health and wellbeing of one of the service users.

Read the information below and then complete the activities that follow.

> **Location**
> Brian Whittaker is 72 years old. He lives in a two-bedroom bungalow in a small village at the top of a steep hill.
>
> **Medical history**
> He recently had a hip replacement operation. As a result, his mobility has started to improve.
>
> **Family, friends and social interactions**
> The district nurse visits three times a week to change the dressings on his hip. A gardener comes once a fortnight to keep the garden neat. A friend visits weekly to look after his finances, organise his medical appointments and help out with any household tasks. However, none of these visitors are near his own age and he misses the company of his own age group.
>
> **Day-to-day life**
> Brian uses a walking stick to get around his bungalow and is managing to be independent. He can do his day-to-day chores, like getting dressed, keeping clean and doing his own washing. However, he struggles with preparing food as he cannot stand up for long, so he eats a lot of fast food. He finds it difficult to ask anyone to help him because he is very proud of being independent.

The health centre has asked you to review the information about Brian.

Question 1(a)
Explain **two** factors that could have a **positive** effect on Brian's health and wellbeing.
Use the information provided.

(4)

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Question 1(b)

Explain **four** factors that could have a **negative** effect on Brian's health and wellbeing. Use the information provided.

(8)

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(Total for Question 1 = 12 marks)

> Six months ago Brian's wife, Enid, died. She had been ill for several years. Brian was her main carer up until the last three months of her life when she was moved into a care home. Brian visited her every day in the care home, often staying for lunch and chatting to other residents and the staff members. Because of his bad hip, he travelled by taxi, which he enjoyed as he got to know the taxi driver well. Since Enid's death, he hasn't been back to the care home.

Question 2

Explain **three** effects that Enid's death could have on Brian's social and emotional wellbeing.

1 ....

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2 ....

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(Total for Question 2 = 6 marks)

Lifestyle data

Brian recently attended the health centre for a medical check-up.

The practice nurse Mrs Smith went through some questions with him. She found out the following information:

- Brian used to smoke 30 cigarettes a day but since his operation he has cut down to about 5 a day.
- Brian likes a couple of glasses of whisky before he goes to bed and has started to drink during the day.

Physiological data

Mrs Smith also took these readings:

BMI	$32\,kg/m^2$
Blood pressure	160/92 mm Hg

Guidance for physiological data

Mrs Smith gives you the guidance below to help you interpret the physiological data.

BMI

Weight Categories	BMI (kg/m²)
Underweight	<18.5
Healthy weight	18.5–24.9
Overweight	25–29.9
Obese	30–34.9
Severely obese	35–39.9
Morbidly obese	≥40

Blood Pressure
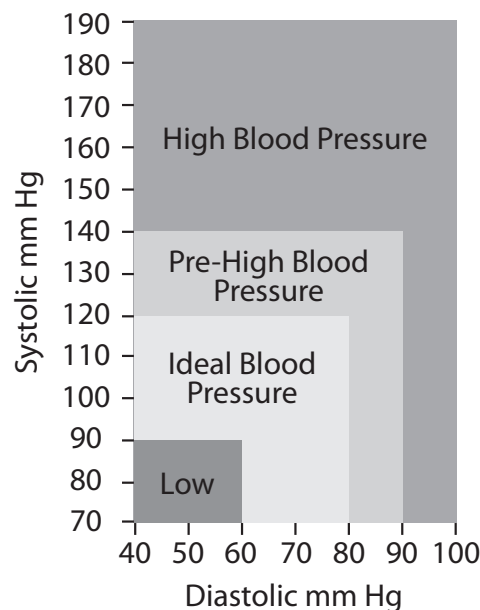
Question 3

Explain what the data suggests about:
- Brian's current physical health
- risks to his future physical health.

Lifestyle data	Brian's current physical health:
	Risks to Brian's future health:
BMI	Brian's current physical health:
	Risks to Brian's future health:

Turn over

Blood pressure	Brian's current physical health:
	....
	....
	....
	....
	Risks to Brian's future health:
	....
	....
	....
	....

(Total for Question 3 = 12 marks)

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SECTION B: Designing a health and wellbeing improvement plan

You have been asked to design a health and wellbeing improvement plan for Brian.

First you should look back again at the information about Brian from Question's 1, 2 and 3.

Then study the notes below taken by the practice nurse, Mrs Smith.

Brian wants to:
- keep his independence
- have a better social life
- lose weight
- give up smoking.

Brian doesn't want to:
- stop drinking completely.
- give up fast food completely.

Other relevant information:
- he has tried to give up smoking before but found it very difficult
- he has low levels of motivation since Edith's death.

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Question 4

Design a health and wellbeing improvement plan for Brian. Your plan should:

- Describe **three** recommended actions
- Set short-term and long-term targets for each recommended action
- Give **one** source of support for each recommended action
- Explain how the source of support will help Brian achieve the target

Use the table below.

(12)

Recommended Action 1
Short term target
Long term target
Source of support and how it will help

Recommended Action 2

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Short term target

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Long term target

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Source of support and how it will help

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Recommended Action 3

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Short term target

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Long term target

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Source of support and how it will help

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(Total for Question 4 = 12 marks)

Question 5

Give a rationale for your plan that explains how it takes into account Brian's needs, wishes and circumstances.

(10)

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(Total for Question 5 = 10 marks)

Question 6

Describe possible obstacles that Brian may face when trying to follow your health and wellbeing improvement plan and suggest how these could be minimised.

(Total for Question 6 = 8 marks)

TOTAL FOR TASK = 60 MARKS

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.

Question 1(a)

Assessment focus		Marks available
Factors affecting health and wellbeing	• Award **one** mark for identifying **one** factor that has a positive effect on Brian's health and wellbeing and **one** mark for a linked expansion up to a maximum of **four** marks. Brian had a hip replacement operation to reduce his ill health (1), this should mean he will be more mobile/independent (1) • The district nurse service checks his hip regularly (1) so he is receiving professional care to help his recovery (1) • Brian's house is a bungalow (1) so he will not need to struggle up and down stairs and put strain on his hip (1) Accept any other appropriate response. **Marking guidance** Factors may affect physical health, social wellbeing or emotional wellbeing; learners could focus on one of these or a combination. No credit for general descriptions of factors that are not linked to the provided information.	**2 × 2 = 4**

Question 1(b)

Assessment focus		Marks available
Factors affecting health and wellbeing	Award **one** mark for identifying **one** factor that has a negative effect on Brian's health and wellbeing and **one** mark for a linked expansion up to a maximum of **eight** marks. In each case, award 1 mark for identifying a relevant factor from the information given and the second mark for describing how it could be having a negative effect on health and wellbeing, e.g.: • Brian has a poor diet of fast food (1), which often have high salt and fat levels so may make him overweight (1) • He may be isolated because of a lack of friends his age (1), reducing his emotional wellbeing as he could be lonely (1) • He has been suffering from hip problems (1), which may have made him depressed and unhappy (1) • The location of his house at the top of a hill (1) so may stop him from getting out/seeing friends because of his hip (1) • Brian's medical condition means he can't get much exercise (1), which would have a negative effect on physical fitness (1) Accept any other appropriate response. **Marking guidance** Factors may affect physical health, social wellbeing or emotional wellbeing; learners could focus on one of these or a combination. No credit for general descriptions of factors that are not linked to the provided information.	**2 × 4 = 8**

Question 2

Assessment focus		Marks available
Factors affecting health and wellbeing	Award **one** mark for identifying **one** effect of Enid's death on Brian's social and emotional wellbeing and **one** mark for a linked expansion up to a maximum of **six** marks. Brian will be grieving the loss of his wife (1) so he may be upset/sad (1) • Brian is no longer caring for her (1) so he may feel he is not needed any more (1) • Brian has lost his friendship group in the care home (1) so he is more likely to be socially isolated and alone (1) • Brian may be relieved that Enid is no longer suffering (1), which will reduce the stress Brian may have had caring for her (1) • Brian may have felt supported by the care home staff (1), which would help him cope with bereavement better (1) Accept any other appropriate responses.	**3 × 2 = 6**

Question 3

- Reduced smoking so this will reduce Brian's blood pressure
- Hip replacement so this will improve Brian's mobility
- Regular visitors so this will keep Brian motivated
- Drinking alcohol during the day so this will increase Brian's calorific intake
- Smoking so this will increase Brian's blood pressure
- Eating fast food or ready meals so this will affect the quality of his diet
- Additional alcohol intake so this will lead to weight gain
- Continued alcohol intake so this will lead to liver damage or cirrhosis
- Continued smoking so this will lead to the increased likelihood of cancer
- Continued consumption of fast food/ready meals so this will lead to health related issues due to poor nutrition
- Lack of exercise so this will lead to
- Joint degeneration (painful joints, arthritis etc.)
- Increased strain on his cardiovascular system
- Obesity
- Increased risk of heart disease
- Increased risk of stroke
- Kidney failure
- Loss of bone density

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Interpreting physiological and lifestyle data	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	- Limited reference is made to the data. - Limited reference is made to current health. - Limited reference is made to potential health risks.	- There is some interpretation of the data. - Aspects of current state of health are identified. - Potential health risks are identified.	- Data is mainly interpreted accurately. - There is some explanation of current state of health. - There is some explanation of potential health risks.	- Data is interpreted accurately. - There is a clear and detailed explanation of current state of health. - There is a clear and detailed explanation of potential health risks.

Question 4

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Designing a health and wellbeing improvement plan	**0** No rewardable material.	**1–3** • Basic recommendations are made that have limited relevance to the scenario, with vague and generalised targets. • Limited information about sources of support is provided.	**4–6** • Recommended actions are identified, with specific targets set • Sources of support are identified with some links to the targets.	**7–9** • Recommended actions are described, with specific short- and long-term targets set. • An explanation is given for how the suggested support will help achieve the targets.	**10–12** • Recommended actions are described clearly, with specific and realistic short- and long-term targets set. • A convincing explanation is given for how the suggested support will help achieve the targets.

Question 5

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

Question 6

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Obstacles and how to overcome them	**0**	**1–2**	**3–4**	**5–6**	**7–8**
	No rewardable material.	• Few relevant obstacles are identified without suggestions for how these can be minimised.	• Obstacles are identified with basic suggestions for how these can be minimised.	• Obstacles are described with suggestions for how these can be minimised.	• Obstacles are described clearly with realistic suggestions for how these can be minimised.