BTEC Health and social care Level 2

Exam Strategy

2021-22

Course detail's

- Course content
- · Human Lifespan Development
- · Health and Social Care Services and Values
- · Health and Wellbeing
- The first 2 units will be assessed by coursework while the third unit will be assessed by a controlled assessment.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

Component 1- Coursework

- Levels: 1/2 Assessment type: Internal Guided learning hours: 36

Component in brief- *Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events*

Learning Aim A - Understand human growth and development across life stages and the factors that affect it

- Evidence for the assignment:

- learners will assess how an individual has changed over the course of three life stages. Work must be completed individually, not in groups. Learners should have an opportunity to choose the person they want to study, although teachers can advise learners to ensure that the proposed individual is suitable. Information could be gathered by desk research or in other ways, for example through interviews. The person chosen could be someone they know about but do not know personally, or it could be someone who is known personally to the learner, such as a family member.

- Real case-study materials can be used. It can be difficult to access information directly about a person's development and the factors that have affected it, especially for the earliest life stages. In these instances, it is acceptable for learners to speculate, for example they might say that it can be assumed that a particular development occurred because that is what normally would be expected during a given life stage

TO GET A DISTINCTION

- learners must carefully consider relevant factors and how their impact changes over time, including which factors are most important at each of the three chosen life stages. For example, learners may explain how and why a particular social factor was important in one life stage but much less so in another.

- Relevant factors selected from the Teaching content must be considered in detail to meet the Distinction criteria. Factors from each of the three categories given in the Teaching content must be included, with at least two each from the physical and social/cultural.

Learning aim B- Investigate how individuals deal with life events

- Evidence for the assignment:

- learners will assess how two individuals have coped with the same type of life event (the life event to be chosen by the learner from the list given in the Teaching content).

- Work must be completed individually, not in groups. Ideally, learners will do this by talking to the individuals.

- Learners will need to respect the confidentiality of interviewees. Alternatively, it would also be acceptable for learners to use real case studies

TO GET A DISTINCTION

- learners must assess the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES). They must comment on how well the two individuals adapted to the life event, with supporting evidence (the evidence may rely on the views of the individuals). As part of this, they will assess both the role and value of any support received (for example 'How important was it?'). To assess the role/value of support, learners may base this on the views of the individuals. Where there is little evidence of support, learners can speculate on what difference support might have made

Component 2 - Coursework

- Levels: 1/2 Assessment type: Internal Guided learning hours: 36

Component in brief
Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Learning Aim A-Understand the different types of health and social care services and barriers to accessing them

- the first part of the assignment requires learners to find information on suitable services for two individuals, one with health care needs and the other with social care needs, assessing how well the services meet their needs. Learners may need to refer to a combination of services to address an individual's needs.

- Work must be completed individually, not in groups. This should be based on real services that exist locally (or, if these are not readily available, regionally).

- The second part of the assignment relates to barriers: for one individual they need to make suggestions for how barriers could be overcome for one specific service. The service that learners focus on here might (but need not be) one that they considered in the first part of the assignment.

TO GET A DISTINCTION

- learners must assess the suitability of health and social care services for meeting the needs of individuals in a scenario given by the teacher. This requires learners to make an overall judgement, which could result in rankings or scores, together with clear information about how they have reached this judgement.

- Learners must include justified and realistic suggestions for how barriers can be overcome in using a service for one individual from the scenario. Unlike Level 2 Merit, the justification should provide clear reasons and explain why the suggestions are realistic, this might include why other possibilities would not work.

Learning aim B: Demonstrate care values and review own practice

- learners must provide evidence that they can demonstrate care values and review own performance. Role play is acceptable and must be accompanied by a fully-completed, signed and dated individualised observation record, in which the teacher has detailed how the learner demonstrated each of the care values. For demonstrations conducted during work experience, a witness statement and checklist of demonstrated values must be completed by an appropriate member of staff. Both documents must be supplied by the centre.

- One situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used.

- For the review of own demonstration of care values, learners must have the opportunity to review their own performance before they are given feedback; they must then have the opportunity to comment on that feedback. The evidence submitted should make clear that this sequence has been followed, which will include dated relevant documents.

FOR A DISTINCTION

- learners must demonstrate all seven of the care values stated in the essential content in a health or social care context, simulated or real. Learners must produce a review that shows the ability to identify for themselves both positive and negative aspects of their own performance, as well as then commenting on the feedback they received in terms of which parts they agree with or disagree with, and why.

- They then extend this by making justified and appropriate suggestions for how they could improve their performance.

Component Three – THE EXAM!

To consolidate knowledge and understanding of Component

IN ALL QUESTIONS MAKE SURE YOU

- Refer to the case study
- Refer to the data
- Make it specific to the data you have

- **Read the question!!!!!!!**
- 'EXPLAIN' – this is because…
- This could lead to….
- The impact of this could be…..
- By doing this they would be able to….. Because………..

TOP TIPS

- **Part A**
- **Read the Case Study.**
- **Circle or highlight the key pieces of information.**
- **Identify the factors**

Factors affecting health and wellbeing

Which ones apply to the case study?????

- Definition of health and wellbeing
- **Physical and lifestyle factors** (genetic inheritance, ill health, diet, exercise, substance use, personal hygiene)
- **Social, emotional and cultural** (Social interactions – supportive / unsupportive, stress, willingness to seek help or access services)
- **Economic factors** (Financial resources)
- **Environmental factors** (pollution, noise, housing, location)
- The **impact of life events** relating to relationship changes and changes in life circumstances Expected (school, moving house, starting work, parenthood, marriage, retirement) and Unexpected (sudden death, accident, injury, redundancy, exclusion)
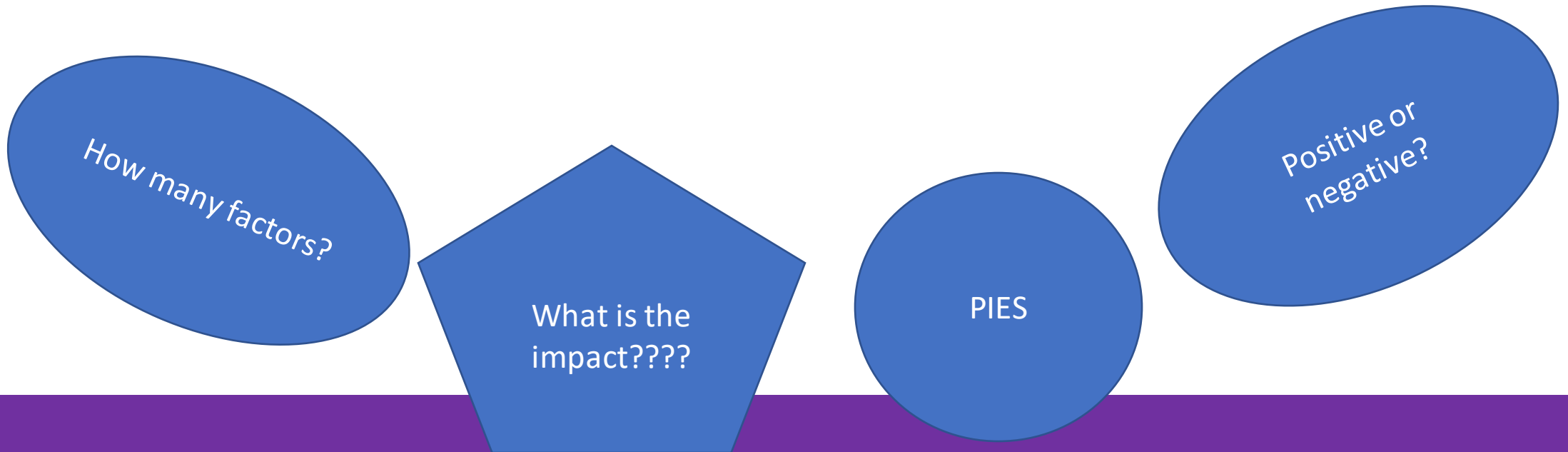
Section A – Question1

- Explain factors that could have a **negative** effect on your client's health and wellbeing
- *8 Marks (1 mark for factor + 1 mark for explanation)*
- Explain factors that could have a **positive** effect on your client's health and wellbeing
- *4 Marks (1 mark for factor + 1 mark for explanation)*

How many factors?

What is the impact????

PIES

Positive or negative?

- **Top tip**: Before answering any question make sure you look at the following information;

- **What is the command word?** In this case it's <u>'explain'</u> so you need to provide a factor <u>and</u> give further information about how/why it effects the individual. Your answer may use the word 'because' or 'therefore'

- **How many marks are given and how many pieces of information are needed?**

- **What content is required?** Is it two positive factors effecting health and wellbeing?, if so you need to recall Learning Aim A and pick out examples from the information on your case study

Top tips

- Use excerpts from the scenario and the wording from the question in your answer

- Only use what's in the scenario- don't assume

- Provide 4 different factors (don't repeat)

- Remember to provide enough information with every factor to **explain** the effect

Section A question 2

- Explain effects a the recent **life event** could have had on them
- *6 Marks (1 mark for effect + 1 mark for explanation)*

What is the life event?

PIES

Positive or negative?

Expected or unexpected?

What is the impact????

Who did it affect?

Top tips

- When you are given more information about the individual you need to read carefully and highlight/underline again

- The question requirements change here as you must **identify** factors and explain how/why they impact the case studies social and emotional wellbeing

- Use the terminology from the specification as much as possible

- Keep answers clear and precise i.e. 1 factor and its impact per section – don't waffle!

Section B Question 3

- **B1: Physiological indicators**

- Physiological indicators that are used to measure health:

- -   pulse (resting and recovery rate after exercise)

- -   blood pressure

- -   peak flow

- -   body mass index (BMI).

- Using published guidance to interpret data relating to these physiological indicators

- The potential significance of abnormal readings: risks to physical health

- **B2: Lifestyle indicators**

- **Interpretation of lifestyle data, specifically risks to physical health associated with:**

- smoking

- alcohol consumption

- inactive lifestyles

Section B – Question 3

- **Read the new information given about data and lifestyle**

BMI???

Peak Flow???

Blood Pressure???

Pulse rate???

Lifestyle data???
Smoking / Alcohol /
Inactive lifestyles

Section B – Question 3

- **Explain** what your client's **lifestyle data** suggests about their current physical health and risks to their future health.

- *What are they doing wrong and what are the health implications now?*

- *What are they doing wrong and what are the health implications in the future?*

- *4 Marks (1 mark for effect + 1 mark for explanation x2)*

- **Explain** what 2 pieces of your client's physiological data suggests about their current physical health and risks to their future health.

- **What physiological data have you been given? Blood pressure/BMI/Pulse rate/Peak Flow. Given 2.**

- *For each:*

- *What's the data telling you and what are the health implications now? (2 x 2)*

- *What's the data telling you and what are the health implications in the future? (2 x 2)*

- *8 Marks (1 mark for effect + 1 mark for explanation x4)*

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Area		Current physical health issues	Risks to future health issues
Lifestyle	Drinking alcohol	o Addiction – alcohol o Significant weight change – lack of appetite or much more of an appetite	o Liver cancer o Jaundice - yellowing of the skin and eyes as the liver fails
	Drug misuse	o Addiction o Significant weight change – lack of appetite or much more of an appetite	o Damage to organs such as brain, liver and kidneys
	Smoking	o Addiction - nicotine o Gum disease – pollutants in cigarettes o Smelly breath o Prone to chest infections – weakens the immune system o Smokers cough – build up of tar on the lungs	o Illness such as asthma or bronchitis o Increased blood clotting – tar blocks the arteries o Stroke o Lung cancer – pollutants in the cigarettes cause this and build up of tar o Hands and nails stained of nicotine o Wrinkled faces

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Area		Current physical health issues	Risks to future health issues
Lifestyle	Poor Diet	• Too much salt – can cause high blood pressure • Too much sugar – can cause raised blood glucose levels • Increased thirst • Blurred vision • Too much fat – • Blocks arteries causing tiredness • Not enough vitamins (usually found in fruit and veg) – • Tiredness due to a lack of iron • Infections such as colds and flu because of a lack of vitamin c	• Obesity (see below causes) • Heart disease (see below causes) • High blood pressure (see below causes) • Strokes (see below causes) • Tooth decay (see below causes)
	Lack of Exercise	• Stiffening of the joints – muscles and ligaments become stiff and will not stretch • Poor strength • Obesity (see below causes)	• Stroke (see below causes) • Heart disease (see below causes) • Slow blood flow (see below causes) • Osteoporosis (weak bones)

Pulse rate	High pulse rate	• **Blood is being pumped around the body too quickly – sweating, shortness of breath, feeling weak**	• **Heart attack – the heart cannot pump the blood quickly enough through the heart**
Blood pressure	High blood pressure	• Dizziness, fainting or falls - Blood cannot move easily through the brain	• Heart disease – arteries are narrowed so blood has to pump harder to get through the heart • Kidney disease – damaged kidney arteries will not filter the blood • Strokes – arteries are narrowed causing blood clots in the brain • Blindness – caused by blood clots affecting the nerves behind the eyes
	Low blood pressure	• Dizziness, fainting or falls - Blood is not pumped enough to the brain	
Peak flow	Low peak flow reading	Airway is narrowed – lungs are not working as well as they should be • Harder to take part in exercise which means the lungs are not as strong or elastic – easily get out of breath and feel dizzy when walking upstairs etc	Airway is narrowed – lungs are not working as well as they should be • If exercise is not done due to reduced lung capacity it can mean fat could build up and lead to heart disease or stroke

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Body Mass Index	High BMI	• High blood pressure – fat restricting blood flow • Harder to do exercise, so it becomes a vicious cycle	• Cardiovascular disease – fat restricting blood flow to the heart • Diabetes – too much sugar • Arthritis – pressure on the joints due to excess weight • Stroke – fat builds up in the arteries and causes a blood clot, this stops blood from getting to the brain

	Low BMI	• The body is not getting enough nutrients which can lead to;
		   o Depression
		   o Tiredness due to a lack of iron
		   o Infections such as colds and flu because of a lack of vitamin c
			• Undiagnosed illness such as an 'underactive thyroid' – not enough of a certain hormone is produced
			• An eating disorder such as anorexia or bulimia
			• Anaemia
			• Rickets
			• Stunted bone growth or weaker bones due to lack of vitamin d

Top Tips

- Use the subheadings given and ensure your answer addresses exactly what is being asked for i.e. **current health** and **future health risks**

- There are 12 marks available and 6 subsections so each one requires two marks worth of writing

- Even if you aren't provided with the subheadings you can still follow the structure

- Don't waffle – you may have lots to say but be selective and stay within the space given – it's plenty for full marks

Question 4 - Read the new information

- Design a health and wellbeing improvement plan for your client.

- Your plan should:

- • Describe three recommended actions

- e.g. **reduce BMI, Lower blood pressure, increase peak flow reading, reduce pulse rate, improve mobility, stop drug use, stop smoking**

- **by...**

- • Set short-term (**within 6 months aim to...)** and long-term targets (**longer than 6 months aim to...)** for each recommended action. Must be **SMART**.

- **e.g. eating...reducing...join a group...**

- • Give one source of support for each recommended action

- Formal **(Primary, secondary, tertiary, allied, charities, other organisations)** How can they help?

- Informal **(Partners, family, friends)** How can they help?

- • Explain **how** the source of support will help your client achieve the target

- **e.g. advice, treatment, assessing and monitoring health, referring on, support, speaking, emotional help, going along, doing the same...**

Recommended actions and targets

- **Remember** – a recommended action is just a simple statement of what you want the person to do. Similar to an aim

- EG

- GIVE UP SMOKING

SMART word	Explain the target
S is for...	
M is for...	
A is for...	
R is for...	
T is for...	

Appropriate sources of support

- **Formal Support**

GP, Pharmacist, Dentist (Primary services)

Help groups such as quit smoking, weight watchers, alcohol anonymous.

Hospital departments (Secondary services).

Hospice care.

Physiotherapist, dietician.

Voluntary groups

- **Informal Support**

Family

Friends

Neighbours

HOW will they help???

Question 5 - Health and wellbeing improvement plans

- Give a rationale for your plan that explains how it takes into account their **needs, wishes and circumstances.**

- **Go back to the description. Think about the case study. Think in reality what that person is like.**
  - **What do they want?**
  - **What don't they want?**
  - **Link back to your short and long-term targets.**
  - **Do the things you suggest match up with their life/style/circumstances?**

Be specific to your case study

Top tips

- Rationale' means the reasons behind the plan i.e. why the actions and targets will help improve health and wellbeing whilst also taking into account the person's needs, wishes and circumstances (i.e. a person-centred approach)

- This is an extended writing task, but that doesn't mean that you can't break down the marks into sections.
  - There were three parts to your plan in question 4, so you need to justify each in turn with enough for 3+ marks for each
  - You can link to why you have given the short and long-term targets as well as the source of support you identified

Learning Aim C - Health and wellbeing improvement plans

- **Obstacles to implementing plans**
- 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.

Question 6 – Health and Wellbeing Plans

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

- Choose from: emotional/psychological, time constraints, availability of resources, unachievable targets, lack of support, specific to the individual (disability or addiction)

- Barriers to accessing services (geographical, financial, physical, culture, language, psychological)

Top Tips

- Question 6 asks you to 'describe', which means you need to give a detailed account of the barrier and then make a logical suggestion for minimising it

- Again, this is an extended writing task, so you need to have a plan for breaking your response down.
  - For 8 marks it would make sense to describe 4 barriers with a suggestion for minimising each

- Try to use the terms from the spec to demonstrate your knowledge

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