

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	<ul style="list-style-type: none"> • 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) <p>Accept any other appropriate response.</p> <p>Marking guidance</p> <p>Factors may affect physical health, social wellbeing or emotional wellbeing; learners could focus on one of these or a combination.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p>	<p>2 × 2 = 4</p>

Question 1(b)

Assessment focus		Marks available
Factors affecting health and wellbeing	<p>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.:</p> <ul style="list-style-type: none"> • 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) <p>Accept any other appropriate response.</p> <p>Marking guidance</p> <p>Factors may affect physical health, social wellbeing or emotional wellbeing; learners could focus on one of these or a combination.</p> <p>No credit for general descriptions of factors that are not linked to the provided information.</p>	<p>2 × 4 = 8</p>

Question 2

Assessment focus		Marks available
Factors affecting health and wellbeing	<p>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)</p> <ul style="list-style-type: none">• 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) <p>Accept any other appropriate responses.</p>	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
	0	1–3	4–6	7–9	10–12
Interpreting physiological and lifestyle data	No rewardable material.	<ul style="list-style-type: none"> • Limited reference is made to the data. • Limited reference is made to current health. • Limited reference is made to potential health risks. 	<ul style="list-style-type: none"> • There is some interpretation of the data. • Aspects of current state of health are identified. • Potential health risks are identified. 	<ul style="list-style-type: none"> • Data is mainly interpreted accurately. • There is some explanation of current state of health. • There is some explanation of potential health risks. 	<ul style="list-style-type: none"> • 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	1–3	4–6	7–9	10–12
	No rewardable material.	<ul style="list-style-type: none"> Basic recommendations are made that have limited relevance to the scenario, with vague and generalised targets. Limited information about sources of support is provided. 	<ul style="list-style-type: none"> Recommended actions are identified, with specific targets set Sources of support are identified with some links to the targets. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	1–2	3–5	6–8	9–10
	No rewardable material.	<ul style="list-style-type: none"> There are few relevant comments to link the plan to needs, wishes and circumstances. 	<ul style="list-style-type: none"> There is a straightforward explanation for how the plan addresses needs, wishes and circumstances. 	<ul style="list-style-type: none"> There is a clear explanation for how the plan addresses needs, wishes and circumstances. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Few relevant obstacles are identified without suggestions for how these can be minimised. 	<ul style="list-style-type: none"> Obstacles are identified with basic suggestions for how these can be minimised. 	<ul style="list-style-type: none"> Obstacles are described with suggestions for how these can be minimised. 	<ul style="list-style-type: none"> Obstacles are described clearly with realistic suggestions for how these can be minimised.