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<b>Pearson BTEC</b> <b>Level 1/Level 2</b> <b>Tech Award</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">Centre Number</td> <td style="text-align: center; border-bottom: 1px solid black;">Learner Registration Number</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table> </td> <td style="text-align: center;"> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table> </td> </tr> </table>	Centre Number	Learner Registration Number	<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table>								<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table>							
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<h1 style="margin: 0;">Health and Social Care</h1> <h2 style="margin: 0;">Component 3 Health and Wellbeing</h2>																			
Sample assessment material for first teaching September 2018 <b>Supervised hours: 2 hours</b>	Paper Reference <b>XXXXXX</b>																		
<b>You do not need any other materials.</b>	Total Marks <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>																		

### 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.

## 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.

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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.

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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.

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### 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 <sup>2</sup>
Blood pressure	160/92 mm Hg

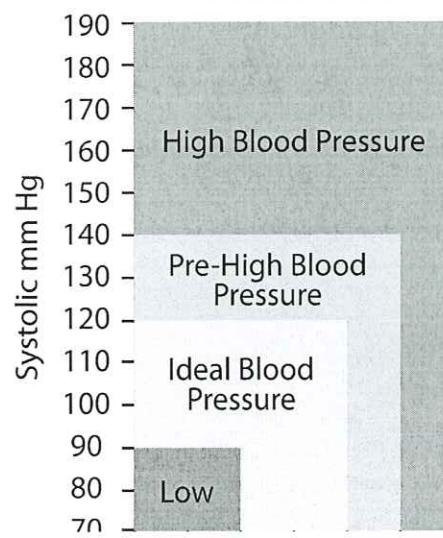
### Guidance for physiological data

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

#### BMI

Weight Categories	BMI (kg/m <sup>2</sup> )
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





Blood pressure

Brian's current physical health:

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Risks to Brian's future health:

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**(Total for Question 3 = 12 marks)**



## 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
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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 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)



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