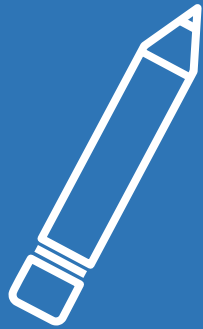




CARDINAL NEWMAN  
CATHOLIC SCHOOL



**BTEC Tech Award in Health and Social Care**  
**How to Revise: Component 3 : Health and well- being**

**LEARNING OUTCOME:**

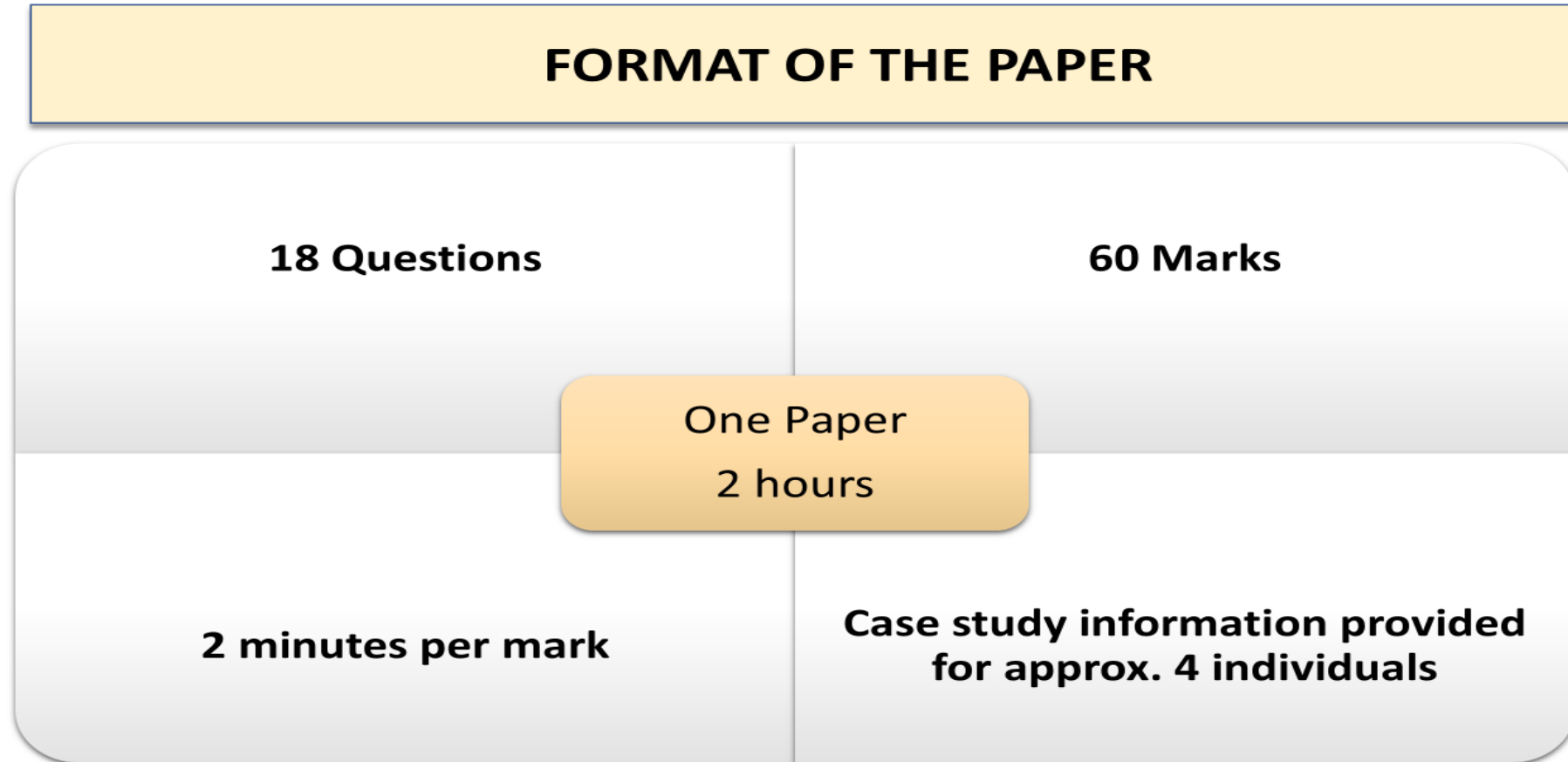
To understand how to revise in health and social care

- 4** Explore how to apply the appropriate exam techniques to practice exam questions
- 3** Create a range of effective revision aids to connect to each Component 1, 2 or 3
- 2** Identify and make links to each topic covered within the exam question focus
- 1** Examine the format of the exam paper and exam question focus

**LESSON DESTINATIONS**



# **1 Examine the format of the exam paper and exam question focus**



## FORMAT OF THE QUESTIONS

### State / Identify / Give

Worth 1, 2 or 3 marks

Some of these questions are multiple choice or multiple response questions

### Explain

Worth 2 or 4 marks

Marked in pairs: one mark for each identification point (1) and one mark for a linked expansion (1)

Command words  
used in exam  
questions

### Discuss

2 x 6-mark questions

Synoptic questions

Marked using a levels-based marking grid

*Synoptic means use your  
knowledge from across  
Components 1, 2 and 3*



### **Component 3: Health and Wellbeing**

We will explore and revisit the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

## **Overview of component 3: Health and well-being**

### **External exam**

#### **Component in brief**

You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

#### **Introduction**

What does being healthy actually mean? It can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends.

In this component, you will explore the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

This external component builds on **knowledge** and **understanding** acquired and developed in **Components 1 and 2**, and includes synoptic assessment. You will apply your knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services. **An exam worth 60 marks** will be completed under supervised conditions. The supervised assessment period is a **maximum of 2 hours**

## LEARNING OUTCOME:

# To understand how to revise in health and social care

### Essential content

- **A Factors that affect health and wellbeing**
- **A1 Factors affecting health and wellbeing**
- Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals

### **C2 Recommendations and actions to improve health and wellbeing**

Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care

### **B Interpreting health indicators**

#### **B1 Physiological indicators**

Learners will explore how physiological indicators are used to measure health

- **B2 Lifestyle indicators**
- Learners will explore how lifestyle choices determine physical health.
- **C Person-centred approach to improving health and wellbeing**
- **C1 Person-centred approach**
- Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from
- Component 2 on the skills, attributes and values that contribute to care.

### **C3 Barriers and obstacles to following recommendations**

Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from

Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.

LESSON DESTINATIONS



1

Examine the format of the exam paper and exam question focus

## LEARNING OUTCOME:

To understand how to revise in health and social care

- **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 /explains the first point.
- **Give**- Provide a response i.e. feature, characteristic 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 context.

LESSON DESTINATIONS 

1

Examine the format of the exam paper and exam question focus

**LEARNING OUTCOME:**

**To understand how to health and social care**

**2**

**Identify and make links to each topic covered within the exam question focus**

**LESSON DESTINATIONS**



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## EXAM QUESTION FOCUS

|  |   |  |
|--|---|--|
| The positive or negative effects of factors on health and wellbeing<br>(Q1 -7, sometimes Q8 also)<br><b>Links to Comp 1</b>                                      | The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event<br>(Q7- 10) <b>Links to Comp 1</b> | Interpretation of physiological data according to published guidelines<br>(Q11) <b>Links to Comp 3</b>       |
| Focused on the potential significance of abnormal readings of physiological indicators in terms of short term or long-term risks (Q12)<br><b>Links to Comp 3</b> | How lifestyle choices determine physical health (Q13)<br><b>Links to Comp 3</b>   | Person centred approach to improving health and wellbeing<br>(Q14) <b>Links to Comp 3</b>                    |
| How a person's circumstances could affect their ability to follow recommendations for improving health (Q15) <b>Links to Comp 2/3</b>                            | Recommendations and actions that are aimed at improving health and wellbeing (Q16a)<br><b>Links to Comp 3</b>                                       | Support available when following recommendations (informal / formal) (Q16b)<br><b>Links to Comp 1/ 2 / 3</b> |
| Barriers and obstacles to following recommendations (Q17a & 17b)<br><b>Links to Comp 2/Comp 3</b>  | How a person's circumstances could affect an area of their PIES development during a particular life stage (Q18) <b>Links to Comps 1/ 2/3</b>       |  |

This is an overview of all the different question topic areas  
18 questions, clear links to the Components and topics areas

## LESSON DESTINATIONS



Identify and make links to each topic covered within the exam question focus

**3**

**Create a range of effective revision aids to connect to each Component 1, 2 or 3**



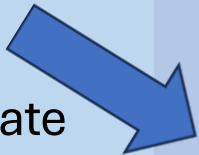
## LEARNING OUTCOME:

To understand how to revise in health and social care

**Step 1:** Identity key areas of information you need to know for each component 1, 2 or 3



**Step 2:** Using the **Component 1 Knowledge Organisers**, to create your own mind map to help you recall the factors /PIES development /life events that impact individuals with key examples



**Step 3:** Explore how physiological and lifestyle indicators are used to measure and determine physical health

**Links Comp 3)**



**Step 4:** Recap how barriers and potential obstacles may impact health and well-being. Add examples to your completed mind-map

**Links to Comp 2**



3

**Create a range of effective revision aids to connect to each Component 1, 2 or 3**

# LEARNING OUTCOME:

To understand how to revise in health and social care



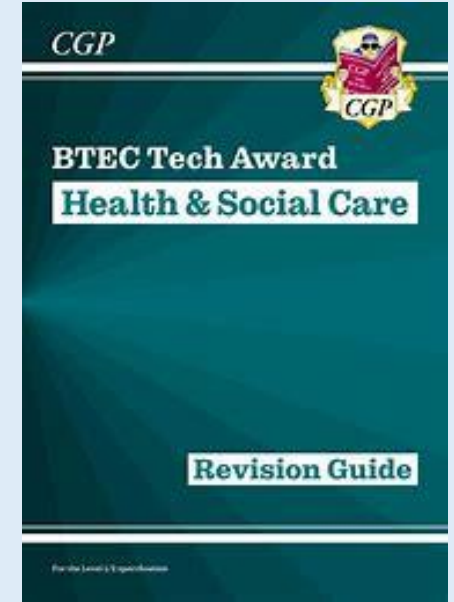
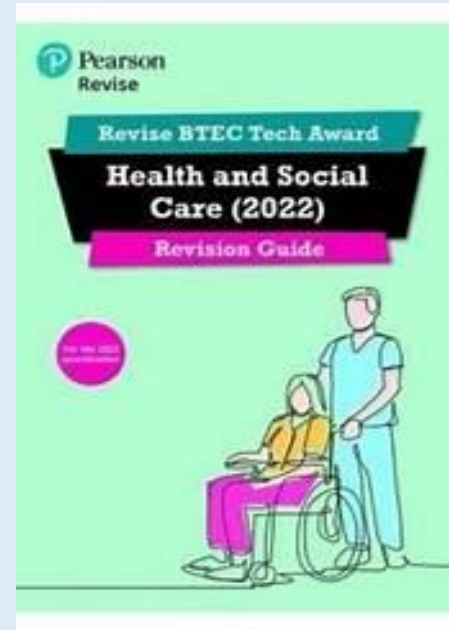
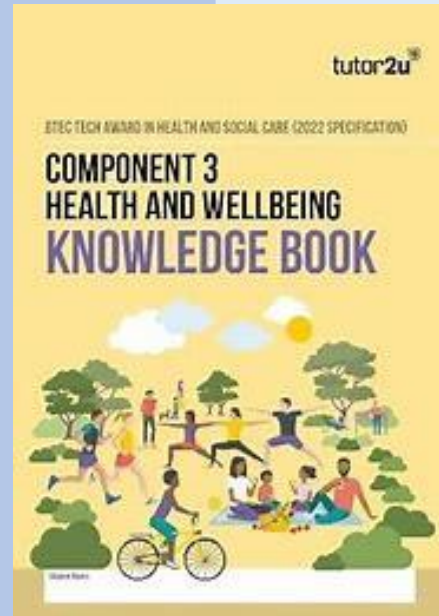
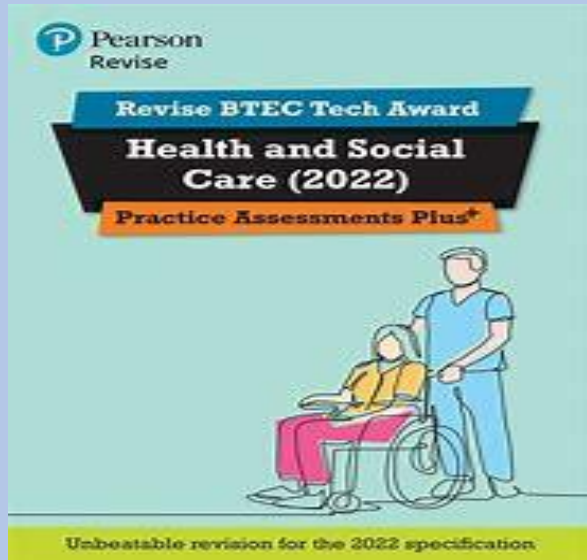
|   |   |   |  |
|---|---|---|--|
| 1. What does your body have to prevent bacteria entering your body? | 2. How can you look after your health holistically?             | 11. What are some causes of stress?                                     | 12. What are some positives and negatives of:<br>Going for a jog?<br>Going to the gym? |
| 5. How can poor hygiene affect someone's feelings?                  | 3. What are the positive and negative definitions of health?    | 13. How can illness affect PES?   | 14. What are some alcohol guidelines?  |
| 6. How can genetic inheritance affect health?                       | 4. What is substance abuse?                                     | 15. What are acute illnesses? – explain and give an example.            | 25. What are chronic illnesses? – explain and give an example.                         |
| 7. What are the effects of misusing drugs?                          | 8. What can a lack of exercise lead to?                         | 16. Which conditions are affected by genetic and environmental factors? | 18. What can individuals do to reduce susceptibility to potential genetic conditions?  |
| 9. What are the hazards of smoking?                                 | 10. How is bacteria passed from one person to another?          | 17. Why might diet not be a 'choice'?                                   | 20. How can exercise prevent illness?  |
|   | 24. What is the UK trying to do to prevent people from smoking? | 19. List some exercise types:   | 21. What is the impact of stress on PES?   |
|   |   | 23. What are some dietary guidelines?                                   |  |



3 Create a range of effective revision aids to connect to each Component 1, 2 or 3

## LEARNING OUTCOME:

To understand how to revise in in health and social care



Using your mind maps, key words glossary, revision mats , practice assessment booklet , revision presentations, revision guide booklets and structured revision tasks. to help you to consolidate your understanding of the key topics and questions linked to the exam .

It is vital that you recall the content of the exam first . By focusing on the format of exam , and the overview of all the different question topic areas (**18 questions, making clear links to the Component and topics areas**) focus of each question that links to each component , applying the appropriate exam techniques to help you approach each question with confidence .

3

Create a range of effective revision aids to connect to each Component 1, 2 or 3

**4**

**Explore how to apply the appropriate exam techniques to practice exam questions**



## UNDERSTANDING THE QUESTION

**CIRCLE**  
the  
command  
word

The healthcare assistant advises Leroy that his body mass index (BMI) means that he is obese.

12 Explain two ways that being obese could impact on Leroy's current physical health.

1

.....

.....

2

.....

.....

.....

.....

.....

(Total for Question 12 = 4 marks)

Link to  
what is  
in the  
BOX

**UNDERLINE** Important information

## THE POSITIVE OR NEGATIVE EFFECTS OF FACTORS ON HEALTH AND WELLBEING QUESTIONS

1 Identify one lifestyle factor that can affect health and wellbeing.

☐ A Employment situation

☒ B Substance misuse ✓

☐ C Social inclusion

☐ D Gender roles

Example of a  
multiple-choice  
question

1

(Total for Question 1 = 1 mark)

4 Identify two environmental factors that can affect health and wellbeing.

☐ A Physical ability

☒ B Housing needs ✓

☐ C Gender roles

☒ D Air pollution ✓

☐ E Work status

Example of a  
multiple-response  
question

2

(Total for Question 4 = 2 marks)

## THE POSITIVE OR NEGATIVE EFFECTS OF FACTORS ON HEALTH AND WELLBEING QUESTIONS

8 Explain two positive effects that having supportive relationships with friends could have on health and wellbeing.

1 It may increase your self-esteem because there are people around you that care about you and say positive things to you.

.....

.....

2

You will feel socially included because you have people to do activities with and make memories with.

.....

.....

.....

(Total for Question 8 = 4 marks)

## THE INTERPRETATION OF PHYSIOLOGICAL DATA ACCORDING TO PUBLISHED GUIDELINES QUESTION

11 State the correct classification for a blood pressure of 120/68 mm/Hg.

Ideal / normal blood pressure ✓

1

(Total for Question 11 = 1 mark)

4

Explore how to apply the appropriate exam techniques to practice exam questions

## THE POTENTIAL SIGNIFICANCE OF ABNORMAL READINGS OF PHYSIOLOGICAL INDICATORS IN TERMS OF SHORT TERM OR LONG-TERM RISKS QUESTION

The practice nurse at the GP surgery informs Elizabeth that she has **high blood pressure**.

12 Explain **two** potential **long-term** risks of Elizabeth's **blood pressure** on her **physical** health.

1 She is at risk of having a heart attack as the heart is working

harder to pump blood around the body because the arteries are blocked.

2 She could have a stroke because the high blood pressure can cause blood clots in the brain and damage the blood vessels.

(Total for Question 12 = 4 marks)

## QUESTION 14 THE PEARSON CENTRED APPROACH TO IMPROVING HEALTH AND WELLBEING

14 Identify **one** individual circumstance that the **person-centred approach** should consider.

- ☒ A Ability
- ☐ B Hair colour
- ☐ C Height
- ☐ D Shoe size

(Total for Question 14 = 1 mark)

## HOW LIFESTYLE CHOICES DETERMINE PHYSICAL HEALTH QUESTIONS

Leroy sits at a computer for eight hours every day.

13 Explain how being physically inactive could cause an increase in Leroy's **body mass index (BMI)**.

He may not be burning as many calories as he consumes so the excess energy will be stored as fat leading to an increase in his BMI.

(Total for Question 13 = 2 marks)

## QUESTION 15 HOW A PERSON'S CIRCUMSTANCES COULD AFFECT THEIR ABILITY TO FOLLOW RECOMMENDATIONS FOR IMPROVING HEALTH

The nurse wants to provide Elizabeth with some **information** and **support** to improve her health and wellbeing. Elizabeth has a **demanding job** that requires **shift work**, **overtime** and **responding to emergencies**. Elizabeth is **well paid**. She **lives with one other adult**.

The practice nurse **suggests** that Elizabeth **eats a healthy diet every day**.

15 Discuss how Elizabeth's **circumstances** could affect her **ability to eat a healthy diet**.

### MINI CHECKLIST:

Life stage

Factors affecting health

Health or social care needs

Sources of support

### Works long hours

Has a well-paid job

Struggle to prepare healthy meals

Stressful job

Relies on snacks and take aways

Can afford healthy food

Lives with another person

Share cooking with her housemate

### QUESTION 16a RECOMMENDATIONS AND ACTIONS AIMED AT IMPROVING HEALTH AND WELLBEING

Sonia has high blood pressure. She drinks three large glasses of wine every evening. Sonia frequently enjoys takeaway pizza. She does not like exercise.

Sonia has visited her doctor who has expressed concern about her health and wellbeing.

16 (a) Complete Table 1 by:

(i) stating three actions the doctor could suggest that will improve Sonia's health and wellbeing

(3)

(ii) giving three ways these actions could improve Sonia's health and wellbeing.

(3)

### QUESTION 16a RECOMMENDATIONS AND ACTIONS AIMED AT IMPROVING HEALTH AND WELLBEING

|   | Three actions  | Ways the actions could improve Sonia's health and wellbeing |
|---|--|---|
| 1 | To reduce alcohol consumption<br>✓                             | To reduce the risk of alcohol-related cancers<br>✓          |
| 2 | To increase physical activity<br>✓                             | To reduce the risk of weight gain/obesity<br>✓              |
| 3 | To get professional support to monitor her blood pressure<br>✓ | To reduce the risk of cardiovascular disease<br>✓           |

6

### QUESTION 16b THE SUPPORT AVAILABLE WHEN FOLLOWING RECOMMENDATIONS (INFORMAL / FORMAL)

Sonia has a follow-up appointment with the doctor.

- She is given the details of a support group for helping reduce alcohol consumption.
- She is given the contact details of the charity the British Heart Foundation.

(b) Explain two ways formal support could improve the health and wellbeing of Sonia.

(4)

1 Can provide information and advice so she can make informed healthy lifestyle choices e.g. healthy eating. ✓

2 Can monitor her blood pressure so she knows whether her lifestyle changes are working. ✓

4

### THE BARRIERS AND OBSTACLES TO FOLLOWING RECOMMENDATIONS QUESTIONS

Reem lives on the outskirts of a large city. She has recently moved to the UK and has limited English. Reem has a vision impairment. She cannot drive but there is a bus and tram network in the city. Reem wants to join a healthy living group in the city centre.

17 (a) Explain two barriers that could prevent Reem from improving her health and wellbeing.

(4)

1 As Reem she has a sensory disability, she may have difficulty reading information due to her vision impairment. This could make it difficult to receive health promotion information. ✓

2 Reem speaks English as an additional language so she may struggle to understand others which could make it difficult to receive verbal information on how to improve her health. ✓

4

## QUESTION 18 HOW A PERSON'S CIRCUMSTANCES COULD AFFECT AN AREA OF THEIR PIES DEVELOPMENT DURING A PARTICULAR LIFE STAGE

### Case study

Loretta is 52 years old. She has been happily married for 32 years. Loretta has a job she enjoys.

Loretta has started experiencing symptoms such as hot flushes at night, tiredness and hair loss.

Loretta's daughter is getting married and will move out of the family home.

18 Discuss how Loretta's circumstances may affect her emotional development in middle adulthood.

#### MINI CHECKLIST:

Life stage

PIES?

Factors affecting health and wellbeing

Life events

Health conditions or social care needs

Sources of support

## QUESTION 18 HOW A PERSON'S CIRCUMSTANCES COULD AFFECT AN AREA OF THEIR PIES DEVELOPMENT DURING A PARTICULAR LIFE STAGE

18 Discuss how Loretta's circumstances may affect her emotional development in middle adulthood.

Loretta is in middle adulthood and in a good place in her life. Her long-term relationship with her partner means she feels loved and secure. She will have high self-esteem because she is in a loving relationship but also because she has a job that she enjoys. She may have good job satisfaction and she might feel like she is contributing to society if she does a job like a teacher or doctor making her feel good about herself. She will also be excited for the wedding and happy for her daughter.

However, there are negatives for Loretta because she might feel a bit sad or depressed as her daughter is leaving home. Also because of her life stage she may be going through the menopause and experience emotional effects such as anxiety and this could make her less confident work or at the wedding especially as she is losing some of her hair and might be getting wrinkles.

(Total for Question 18 = 6 marks)

**LEARNING OUTCOME:** To understand how to revise in health and social care

4

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LESSON DESTINATIONS

