**2022 specification**  
first exams in 2024**Question Grids**

# Learning Grids

for BTEC Tech Award L1/2 in Health & Social Care  
Component 3: Health and Well-being

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# Contents

Product Support from ZigZag Education .....	ii
Terms and Conditions of Use .....	iii
Teacher's Introduction.....	i
Question Grids .....	1
A1: Factors affecting health and wellbeing .....	1
Key definitions and physical factors .....	1
Lifestyle factors .....	9
Social and cultural factors .....	15
Economic factors .....	21
Environmental factors .....	25
The impact of life events .....	30
B1: Interpreting physiological indicators .....	36
Pulse rate, blood pressure and BMI.....	36
B2: Interpreting lifestyle indicators.....	41
Nutrition, physical activity, smoking, alcohol and substance misuse.....	41
C1–C2: Health and wellbeing improvement plans.....	49
Person-centred approaches, recommendations/actions, and support available.....	49
Barriers to following recommendations.....	54
Obstacles to following recommendations.....	58
Answer Grids.....	62 pages

# Teacher's Introduction

These learning grids are a tool designed to help you deliver *Component 3: Health and Wellbeing* of the BTEC Tech Awards L1/2 in Health and Social Care (2022 specification). The concept is that your students are assigned a set of pages to read from either their notes, ZigZag Education's Course Companion or a textbook, possibly for homework, and are then asked to complete the relevant learning grids.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

The grids are designed to ask questions in sufficient detail that your students are able to study the relevant sections and find the correct answers. Completed grids are provided so that your students' answers can be marked or checked. It may also be useful to hand these out to students during their revision to assist them with answers they cannot find.

These activities are particularly useful for weaker students who find this method of studying of great value, particularly if they find it difficult to absorb information in class.

Advantages of using these learning grids are:

- Resulting grids contain a summary of what students need to know that is useful for revision.
- They are an easy-to-set yet valuable homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons that require minimal preparation and minimal interaction from the cover teacher.
- They are an independent learning resource.

You may want to photocopy the sheets onto A3 paper, particularly for students with reading or writing difficulties.

Note that most learning grids also provide exam-style questions, but some of these take a slightly different format to the exam, due to the nature of the resource. For example, the questions might be broken down into smaller sections to provide scaffolded support that wouldn't be given in the exam. However, the questions still require students to practise the relevant skills. Notes have been added to the completed grids, which explain the difference between the questions in the grids and the questions in the exam.

This edition supports students using the following sources:

**ZigZag Education: Course Companion for BTEC Tech Award Health and Social Care – Component 3: Health and Well-Being (12027)**

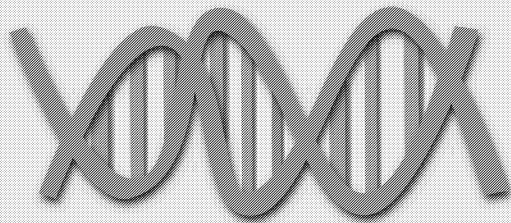
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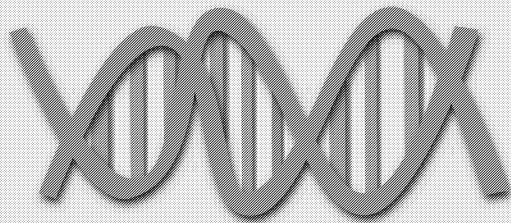
**Pearson Student Book, BTEC Tech Award in Health and Social Care (2<sup>nd</sup> Edition)**  
by Brenda Baker, Paula Albery and Elizabeth Haworth (ISBN 978 1 292 44462 8)

## **Selected Question and Answer Pages**

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For demonstration only, the sample answer pages immediately follow their corresponding question pages

		Questions	Answers
Genetic inheritance	<p>4. Read each definition given about genetics (right) and identify the key term it is describing.</p> 	Used to describe someone who has a recessive form of a gene, but not the illness itself.	
		The type of inheritance pattern which results in a trait appearing even if only one copy of the gene is carried.	
		A change to the sequence of a gene's code.	
		The type of inheritance pattern which results in a trait appearing only when both copies of a gene are carried.	
		Human cells usually contain 23 pairs of these.	
	<p>5. Cystic fibrosis is an inherited condition.</p> <p>Draw a spider diagram to identify <u>five</u> possible symptoms of cystic fibrosis.</p>		

Questions		Answers	
Genetic inheritance	4. Read each definition given about genetics (right) and identify the key term it is describing.	Used to describe someone who has a recessive form of a gene, but not the illness itself.	Carrier
		The type of inheritance pattern which results in a trait appearing even if only one copy of the gene is carried.	Dominant
		A change to the sequence of a gene's code.	Mutation
		The type of inheritance pattern which results in a trait appearing only when both copies of a gene are carried.	Recessive
		Human cells usually contain 23 pairs of these.	Chromosome
	5. Cystic fibrosis is an inherited condition.  Draw a spider diagram to identify <u>five</u> possible symptoms of cystic fibrosis.	<p>Symptoms include (any five from):</p> <ul style="list-style-type: none"> <li>• Chest infections</li> <li>• Wheezing</li> <li>• Loss of appetite</li> <li>• Diarrhoea</li> <li>• Increased risk of diabetes</li> <li>• Liver problems</li> <li>• Persistent coughing</li> <li>• Shortness of breath</li> <li>• Difficulty gaining weight</li> <li>• Impaired digestive system</li> <li>• Weakened bones (osteoporosis)</li> </ul> <p><i>Accept other suitable examples</i></p>	



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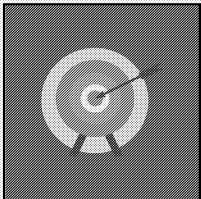
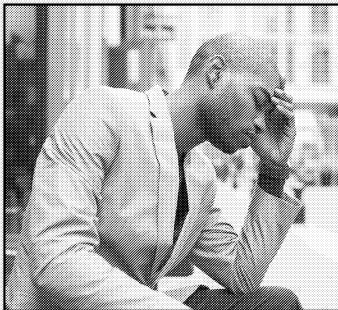
Questions		Answers	
Bullying	4b. Identify two examples of bullying and describe different impacts that each might have on the health and wellbeing of the individual.	Examples of bullying	Impacts on health and wellbeing
		1.	
		2.	
Discrimination	5a. Identify one characteristic named by the Equality Act 2020 that may cause an individual to be discriminated against.		
	5b. Identify two examples of discrimination and describe different impacts that each might have on the health and wellbeing of the individual.  <i>(Accept other suitable examples)</i>	Examples of discrimination	Impacts on health and wellbeing
		1.	
		2.	

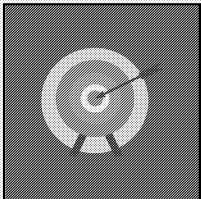
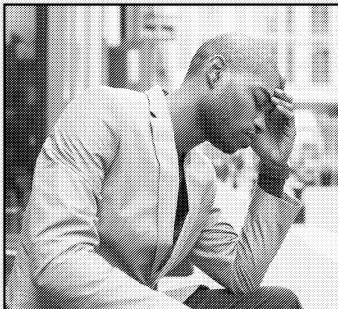
Questions		Answers	
Bullying	4b. Identify two examples of bullying and describe different impacts that each might have on the health and wellbeing of the individual.	Examples of bullying	Impacts on health and wellbeing
		e.g. a vulnerable schoolchild who is picked on by a group of other children	<ul style="list-style-type: none"> <li>Physical harm inflicted on the person, such as bruises</li> <li>Can lead to the development of mental health issues, such as depression</li> <li>Can limit someone's ability to concentrate in class</li> <li>Can prevent someone from making friends with others who are afraid of also being bullied</li> </ul>
		e.g. a worker who spreads a rumour about their colleague	<ul style="list-style-type: none"> <li>Can lead to the development of mental health issues, such as depression</li> <li>The person may have a hard time making friends as people may believe the rumour to be true</li> </ul>
Discrimination	5a. Identify one characteristic named by the Equality Act 2020 that may cause an individual to be discriminated against.	Any one of the protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.	
	5b. Identify two examples of discrimination and describe different impacts that each might have on the health and wellbeing of the individual.  (Accept other suitable examples)	Examples of discrimination	Impacts on health and wellbeing
		e.g. a student with Tourette's syndrome being asked to leave a library	<ul style="list-style-type: none"> <li>Can cause someone anxiety if they feel they are being a hindrance to other people</li> <li>Can limit someone's intellectual development if they are not able to study in quiet</li> <li>Can lead to avoidance</li> <li>Can lead to social isolation</li> </ul>
		e.g. not offering someone an interview for a job based on them having a foreign-sounding name	<ul style="list-style-type: none"> <li>May limit someone's ability to earn a living, leading to financial stress</li> <li>Reduced morale / motivation to attend future job interviews/continue education</li> <li>Can lead to stress over time</li> <li>Can affect someone's ability to secure full-time employment in a career of choice</li> </ul>



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	Questions	Answers	
Unachievable targets	<p>7. Read the unachievable targets which have been outlined.</p> <p>Reformulate these to make them more achievable.</p> 	<p><i>A person with a BMI of 34 kg/m<sup>2</sup> plans to reduce their BMI to within the healthy range in three months.</i></p>	
		<p><i>A person who has never exercised frequently plans to run a marathon by the end of the year.</i></p>	
Lack of support	<p>8. Read the short scenarios provided. For each scenario, describe how a lack of support from family/friends could make it difficult for that individual to carry out their health and wellbeing improvement plan.</p> 	<p><i>A long-term smoker who has decided to give up cigarettes.</i></p>	
		<p><i>An obese individual who wants to lose weight and achieve a healthy BMI.</i></p>	
		<p><i>Someone who often socialises with friends in a way that involves binge drinking.</i></p>	

	Questions	Answers	
Unachievable targets	<p>7. Read the unachievable targets which have been outlined.</p> <p>Reformulate these to make them more achievable.</p> 	<p><i>A person with a BMI of 34 kg/m<sup>2</sup> plans to reduce their BMI to within the healthy range in three months.</i></p>	<p>Target is unrealistic within the time frame; could reformulate as example below (accept any appropriate alternative):</p> <ul style="list-style-type: none"> <li>Within six months, reduce BMI to below obese levels (&lt; 30) with gradual and consistent weight loss (approximately 1–2 pounds (0.45–0.9 kg) per week)</li> <li>Within 12 months, reduce BMI to within the healthy range (&lt; 25)</li> </ul>
		<p><i>A person who has never exercised frequently plans to run a marathon by the end of the year.</i></p>	<p>Target is unrealistic for the individual; could reformulate as example below (accept any appropriate alternative):</p> <ul style="list-style-type: none"> <li>Within six months, be running three times per week and be able to run a 10 km race.</li> <li>Within 12 months, be running four times per week and be able to run a half-marathon (approximately 21 km)</li> </ul>
Lack of support	<p>8. Read the short scenarios provided. For each scenario, describe how a lack of support from family/friends could make it difficult for that individual to carry out their health and wellbeing improvement plan.</p> 	<p><i>A long-term smoker who has decided to give up cigarettes.</i></p>	<ul style="list-style-type: none"> <li>Family/friends who are smokers might continue to offer them cigarettes or smoke in their presence</li> <li>Family/friends might criticise their efforts to change, or express a lack of belief in someone's ability to stop smoking</li> </ul>
		<p><i>An obese individual who wants to lose weight and achieve a healthy BMI.</i></p>	<ul style="list-style-type: none"> <li>Family/friends might prepare unhealthy food or invite them out for unhealthy meals</li> <li>Family/friends might criticise their efforts to change, or express a lack of belief in someone's ability to lose weight</li> <li>Family/friends might discourage them or discourage them from engaging in physical activity</li> </ul>
		<p><i>Someone who often socialises with friends in a way that involves binge drinking.</i></p>	<ul style="list-style-type: none"> <li>Friends may 'peer pressure' them to keep drinking on a night out</li> <li>Friends may be less willing to not involve alcohol</li> <li>Friends might criticise their efforts to change, or express a lack of belief in someone's ability to stop drinking</li> </ul>




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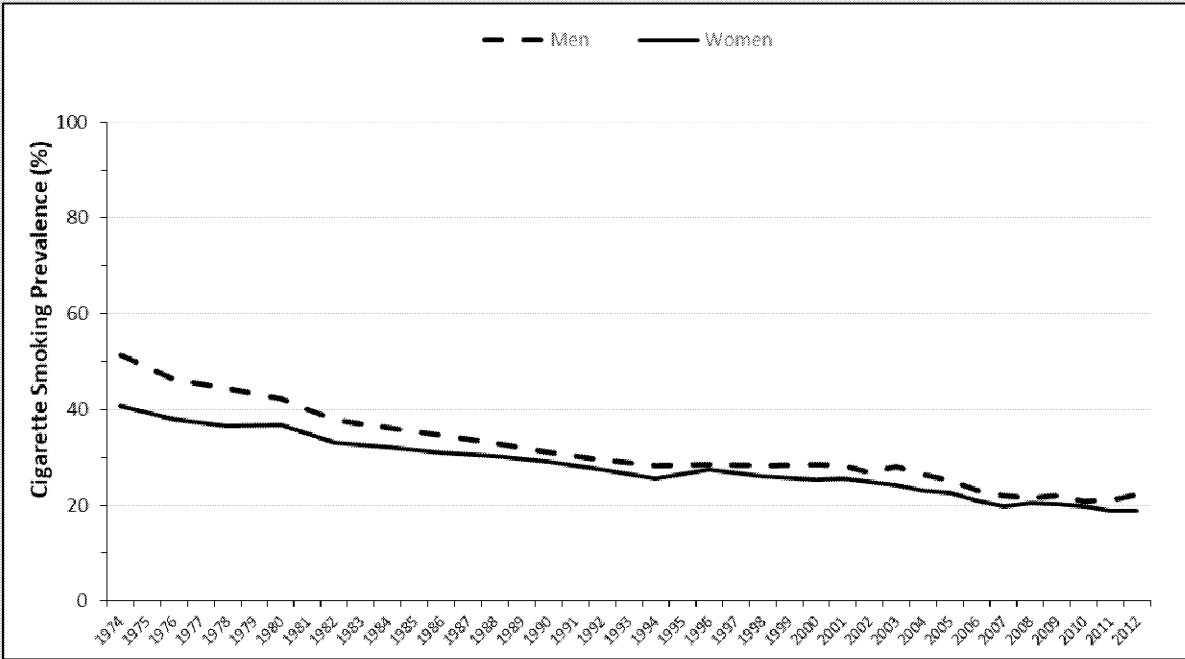
## **Additional Selected Question Pages**

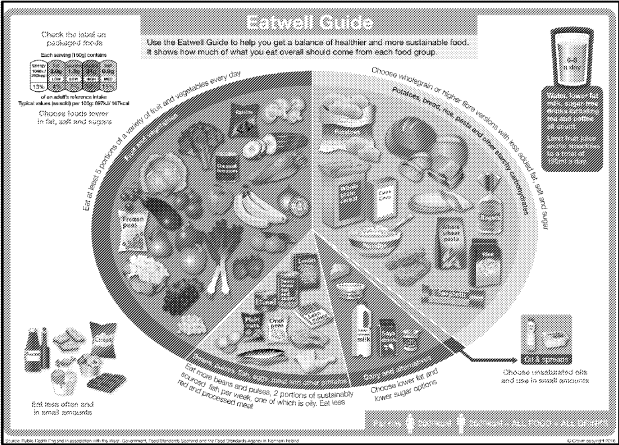


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# B2: Interpreting lifestyle indicators

## Nutrition, physical activity, smoking, alcohol and substance misuse

Questions		Answers	
Smoking	1. List four cancers which are associated with smoking.	1.	2.
		3.	4.
	2. Explain why smoking increases the risk of having a stroke.		
	3. Identify two different methods for quitting smoking.	1.	2. 

		Questions	Answers
Smoking		<p>4. Examine the graph, which contains data on the percentage of men and women who smoked cigarettes, from 1974–2012.</p> <p>Use the data from the graph to answer the questions.</p>	 <p style="text-align: right;"><i>Source: Cancer Research UK</i></p>
			In 2007, approximately what percentage of women were smokers?
			In 1990, more women than men were smokers – true or false? Justify your answer.
			Smoking rates in men declined between 1995 and 1998 – true or false? Justify your answer.

Questions		Answers
Nutrition	<p>5. Describe the current guidelines for healthy eating set out by the Eatwell Guide.</p> 	
Alcohol consumption	<p>6. Outline two short-term health risks of heavy alcohol consumption.</p> 	<p>1.</p> <p>2.</p>
	<p>7. Outline the Chief Medical Officer's guidelines on alcohol consumption.</p> 	

		Questions	Answers
Alcohol consumption	8.	Explain why lifestyle data on alcohol consumption could be beneficial for health promotion.	
	9.	Read the statistics presented to the right about alcohol consumption. Use the data to answer the questions.	The majority of people admitted to hospital (for alcohol-related reasons) were under 45 years old – true or false? Justify your answer.
		Statistics found that:	
		<ul style="list-style-type: none"> <li>28% of men and 14% of women drank more than 14 units of alcohol each week.</li> <li>In 2017/2018, hospital admissions (where alcohol was the primary reason for admission) were 15% higher than 2007/2008 figures.</li> <li>Of these hospital admissions, 61% were men and 69% were over 45 years old.</li> <li>23% of these alcohol-related hospital admissions were as a result of accidental injuries.</li> </ul> <p><i>Source: NHS Digital, Feb 2019</i></p>	<p>What percentage of women drank fewer than 14 units of alcohol per week?</p> <p>Alcohol-related hospital admissions have declined since 2007/2008 – true or false? Justify your answer.</p>