

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Health and Social Care (6945)
Unit 8 Promoting Health & Well-being

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UA035356

All the material in this publication is copyright

© Pearson Education Ltd 2013

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

General Comments

The majority of students had chosen appropriate topics on which to base their campaigns and had delivered them to an appropriate target group.

Assessment Objective 1

Assessment Objective 1 requires the student to undertake comprehensive background research into a chosen health topic on which they will base a small scale health promotion activity. The background research should help to provide a rationale for the chosen target group. Although the majority of students had undertaken relevant background research there was a significant number who failed to make the link between this research and the rationale for the choice of topic or target group. The choice of topic and target group should be based on need, normative or felt, and should be as a result of significant research into an appropriate topic for a promotion.

There continues to be a heavy reliance on internet sources with little appreciation of where the statistics come from. There was also a significant number of students who provided a great deal of research into the topic itself rather than considering research which supported their choice of target group. To undertake the Promotion there must be a degree of research into the topic. However it is also important that students research demographic data which provide evidence of a normative or felt need. All secondary research should be clearly referenced and students should provide a comprehensive bibliography. There remains a significant number of students who rely on internet sources and quote search engines rather than the correct web site.

Assessment Objective 2

Assessment Objective 2 requires the student to identify the aims and objectives of their health promotion, to identify the model of health promotion they will use, to produce a plan of action and to discuss how they will evaluate the success of their health promotion. Once again, it was disappointing to see that there remains a degree of confusion around what constitutes an aim and what constitutes an objective. Centres should note that objectives should be SMART but that aims cannot be SMART. A significant number of students are still using examples such as 'to produce a leaflet or a PowerPoint presentation' as an objective. As mentioned previously, this is not an objective but a method to achieve the aim. To achieve marks in mark band 3 aims and objectives should be justified and this was not in evidence in the majority of portfolios seen. Students tended just to list their aims and objectives without providing a reason for their choice.

The majority of students were able to describe the various models of Health Promotion although there was a misunderstanding over the Medical model and the Societal in a large number of cases with students suggesting that they would use these models in their promotions. Similarly, whilst students were able to identify the main tenet of the Behavioural Change model, a clear lack of understanding was shown by almost all students. This, along with the Educational model, was the model of choice in the vast majority of

portfolios seen and yet students almost always evaluated the success of their campaign using Impact evaluation, a questionnaire being the most common method.

It was exceptionally rare to see students use outcome evaluation and yet this is really the only method valid for use with the Behavioural change model. Behaviour change cannot be assessed after a 30 minute presentation. This could have been commented upon in Assessment Objective 4 when evaluated the success of the promotion. Plans were included but as in previous series there was limited, if any, discussion seen of individual roles where promotions had been undertaken as a group.

The discussion of evaluation methods was somewhat limited again this series. A significant number of students appear to misunderstand the requirements here and do not see this as the pre-cursor to the production of data for analysis in Assessment Objective 3. More focus must be given to the methods of evaluation and the production of data for future series to enable a clear analysis in Assessment Objective 3.

Assessment Objective 3

Assessment Objective 3 requires the student to provide evidence of implementation of their health promotion, produce appropriate media and materials and provide an analysis of the results. Once again, evidence of implementation was limited in a large number of cases. Witness testimonies, where provided, were of little, if any value. Centres should note that detailed witness testimonies would not only evidence implementation but would provide qualitative data that students could use to evaluate their performance in Assessment Objective 4. Far too frequently students make 'evaluative' statements such as 'I think my promotion went well.' Materials and media were either very good or poor with very little in between. Students who had related their materials and media to the method of Health Promotion chosen were again, few and far between.

Analysis of data in most cases was weak mainly due to the fact that methods of evaluation of success were poor and did not provide detailed data. Analysis of secondary data which could be obtained for Assessment Objective 1 could be credited for this assessment objective but as mentioned above, this was also often limited and therefore did not provide the extensive data required for mark band 3. Most students presented their findings in the form of graphs and charts but, as in previous series, there were too many incidences of limited discussion of conclusions drawn from the data.

Assessment Objective 4

Assessment Objective 4 requires the student to evaluate the health promotion campaign with reference to their initial aims and objectives. Evidence of an attempt at evaluation was again improved this series with a significant number of students considering most, if not all aspects of their promotion. However, in many cases the evaluation was a narrative account

of what they had done with little on the strengths and weaknesses of the individual components. A few strong students demonstrated excellent evaluative skills and drew on all the evidence they could. Witness testimonies continue to merely confirm the presentation and provided limited value for the students to help them in Assessment Objective 4. Whilst there has been a clear improvement in evaluation skills, it continues to remain a weak area and needs to be strengthened for future submissions.

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

