

Moderators' Report/
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCE in Health and
Social Care (6945)

Unit 8 Promoting Health & Well-being

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

Assessment Objective 1 requires the learner 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 learners 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. Ideally research should be UK based so that it is relevant to the target group. A significant number of learners researched several different topics before making a choice as to which one to go for. This requires a great deal of unnecessary work for the learners who would be better focussing on one topic and researching it in detail. In many cases learners are still focussing on illness rather than health promotion, Obesity rather than Healthy Eating, for example. In this instance, whilst the research will be focussed on the incidence of obesity within a certain age group the Health Promotion campaign should be on Healthy Eating or the Benefits of Physical Exercise as relevant examples.

Assessment Objective 2 requires the learner 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 learners are still using examples such as 'to produce a leaflet or a PowerPoint presentation' as an objective. As mentioned in previous series 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. Learners tended just to list their aims and objectives without providing a reason for their choice. The majority of learners were able to describe the various models of Health Promotion but there remains a clear misunderstanding of the Behavioural Change model, with learners suggesting that they will use this model and expecting behaviour to have changed by the end of their campaign. As mentioned last year, the Behavioural Change model, along with the Educational model, was the model of choice in the vast majority of portfolios seen and yet learners almost always evaluated the success of their campaign using Impact evaluation, a questionnaire being the most common method. It was exceptionally rare to see learners 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 AO4

when evaluated the success of the promotion. Plans were included and it was pleasing to see that where learners had worked together in groups roles and responsibilities were outlined. The discussion of evaluation methods was somewhat limited again this series. A significant number of learners appear to misunderstand the requirements here and do not see this as the pre-cursor to the production of data for analysis in AO3. More focus must be given to the methods of evaluation and the production of data for future series to enable a clear analysis in AO3

Assessment Objective 3 requires the learner 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 learners could use to evaluate their performance in AO4. There was a small but significant number of cases where learners had not presented the Health Promotion themselves but had used either a teacher or an external speaker. This does not meet the requirements of the assessment objective and should be avoided. Materials and media were generally good this series however, there was limited evidence of an overt link between the materials and media used and the Health Promotion model. Analysis of data in many 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 AO1 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

Assessment Objective 4 requires the learner to evaluate the health promotion campaign with reference to their initial aims and objectives. Evidence of an attempt at evaluation was improved this series with a significant number of learners considering most, if not all aspects of their promotion. However, as in past series, 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 learners demonstrated excellent evaluative skills and drew on all the evidence they could. Witness testimonies continue to merely confirm that the presentation went ahead and provided limited value for the learners to help them in AO4. Evaluation should consider all aspects of the promotion from the background research in terms of relevance, currency, validity and so on, through the choice of target group, the aims and objectives, the materials and media used, the Health Promotion model chosen, the actual implementation and the method of evaluation of success chosen. 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.

