

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

GCSE Health and Social Care (5HS03)  
Unit 3 Promoting Health and  
Wellbeing

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

Summer 2013

Publications Code UG036113

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 assignment for this unit is completed under Controlled Assessment conditions. The write up time allowed for the activities is 22.5 hours in total.

The evidence produced by centres showed that there was a clear division between those centres who understood what was required by the specification and those centres who were unable to interpret the specification requirements appropriately. Generally this year there were more centres whose students submitted work to meet the assessment criteria appropriately than last year which is a very pleasing trend.

The Controlled Assessment task for this unit was to produce a report on a person selected from the case study and service user profile. There were three assessment objectives to be addressed and covered in the work produced to meet the assessment criteria.

The Controlled Assessment task should be looked at holistically when assessing the evidence produced. There are specific areas which should be evident. These are the definitions of health and well being, the use and application of health measures and analysis and evaluation.

## **Assessment Objective 1**

Students were generally able to show good knowledge and understanding of the definitions of health and well being. In this series more centres and students were including aspects of social construction and using Maslow's Theory of Needs to good effect. Where students were able to look beyond positive, negative and holistic definitions, the higher mark ranges were available. Where students were able to show good recall, knowledge and understanding of their health plan and were able to communicate their findings effectively, they were able to access the higher mark ranges.

### **Areas for improvement for students:**

- In the definitions of health and well being, socialisation over time and culture and Maslow's Theory of Needs could be considered as well as applying PIES to the positive, negative and holistic definitions included.
- Students could introduce their chosen person from the case study from the start of their work and apply these definitions to them to show excellent recall, selection and communicate this knowledge and understanding of health and social care in a range of contexts.

## **Assessment Objective 2(i)**

Students were generally able to show that they had planned their work and had carried out investigations using a variety of information sources. To gain marks from the higher mark bands, students needed to investigate and apply a range of health measures such as peak flow, BMI, pulse rate and blood pressure to show where their chosen person was on these measures so that a plan for improving their health and well being could be devised with suggestions for implementing the plan for it to be successful. Short, medium and long term targets should have been included for the higher mark ranges. Calculations should also be included in the evidence to show where the chosen person is now and what their goals should be. This level of detail was sometimes missing from the work seen yet high marks were awarded for limited calculations, with no real understanding of the health measures used to assess health and well being evident in the students' work.

Some centres had guided their students to produce detailed weekly plans for both healthy eating and exercise. Where this occurred and the health measures were used effectively to assess health and well being, marks could be awarded from the higher mark ranges. Where students wrote generally about healthy eating and exercise but did not relate the health measures to their chosen person or gave unrealistic targets, marks were limited.

#### **Areas for improvement for students:**

- Use a range of sources to collect information from such as health promotion leaflets, magazines, slimming clubs, Internet websites.
- Use a range of health measures to assess health and well being such as peak flow, BMI, pulse rate and blood pressure measurements.
- Ensure that calculations are used to assess health and well being. These should be detailed for marks from the higher mark ranges.
- Set realistic targets which show progression from short to medium and long term targets for their chosen person.

#### **Assessment Objective 2(ii)**

In this assessment objective the Quality of Written Communication was also assessed as well as the evidence produced to meet the criteria for this assessment objective. Many students applied the health measures to individuals in a general way, rather than being specific about their chosen person from the case study. Any calculations included were generally not detailed nor did the students show any real understanding of why they were using them. Where students used sources and information from a variety of contexts, the work produced showed a good level of understanding and an ability to relate to the information gathered in a relevant way to the chosen person. Diet and exercise plans were included. Some students showed a good understanding of how these plans could work and included specific targets, sometimes using SMART targets effectively, whilst other students produced exercise plans which were not realistic and diet plans which did not take into account the other occupants in the house.

#### **Areas for improvement for students:**

- Use a range of health measures and ensure that they are applied to the chosen case study person.
- Include detailed calculations. These could show before and after information regarding BMI, blood pressure, and peak flow for example.
- Ensure that the plans produced are relevant and realistic. Targets should also be used.
- Use information from a variety of sources and contexts.

#### **Assessment Objective 3**

Many students continue to be unable to demonstrate a good level of analytical and evaluative skills. Much of the work seen was descriptive. Where students evaluated throughout the Controlled Assessment task, good levels of analysis and evaluation was evident. Some centres had not covered the health promotion side of health and well being and the support offered by this aspect. Some students focused on formal and informal support. The difficulties which the chosen person experienced in implementing the plan were addressed well generally with some evaluation and reasoned judgements evident. In

this assessment objective the Quality of Written Communication was also assessed as well as the evidence produced to meet the criteria for this assessment objective.

**Areas for improvement for students:**

- Include relevant health promotion literature when evaluating support available for the individual.
- Ensure that the skills of analysis and evaluation are understood and can be used effectively when considering how the chosen person has managed on the plans.
- Include detailed calculations.
- Address the difficulties experienced by the chosen person so that reasoned judgements are evident in the analysis and evaluation.



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

