

Moderators' Report/
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCSE in Health and
Social Care (5HS03)

Promoting Health and Well Being

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Publications Code UG039044

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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. This was the first time that this unit has been presented for assessment and moderation.

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 candidates 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: Recall, select and communicate knowledge and understanding of health and social care in a range of contexts.

Candidates were generally able to show good knowledge and understanding of the definitions of health and well being. In this series more centres and candidates were including aspects of social construction and using Maslow's Theory of Needs to good effect. However, there is still some confusion about the definitions of health especially about the Negative definition. Where candidates were able to look beyond positive, negative and holistic definitions, the higher mark ranges were available. Where candidates 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 candidates:

- 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. Avoid unnecessary material about changes over time and different cultures,
- Candidates 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.

- Avoid the inclusion of pages of unnecessary downloaded information included as research.

Assessment Objective 2(i): Plan and carry out investigations and tasks.

Candidates 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, candidates 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. Not many students picked up on the cholesterol figures in the case study, with hardly any mention of reducing salt intake to help reduce blood pressure. 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 candidates' work.

Some centres had guided their candidates 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 candidates 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 candidates:

- 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.
- SMART targets, particularly for weight loss, should avoid being just vague statements, acronym with no explanation or just statements about 'losing some weight' or 'reducing the BMI'.
- 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. A 65 year old man can only go for a 'little walk' or can do 90 minutes jog before breakfast

followed by a gym session and then badminton in the evening" when he is supposed to have had a heart attack last year!

Assessment Objective 2(ii): Apply skills, knowledge and understanding in a variety of contexts

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 candidates 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 candidates show any real understanding of why they were using them. Where candidates 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 candidates showed a good understanding of how these plans could work and included specific targets, sometimes using SMART targets effectively, whilst other candidates 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 candidates:

- Use a range of health measures and ensure that they are applied to the chosen case study person.
- If using pictorial information such as graphs and charts, ensure that they are used and applied to the case study individual.
- 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.
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Assessment Objective 3: Analyse and Evaluation

Many candidates continue to be unable to demonstrate a good level of analytical and evaluative skills. Much of the work seen was descriptive. Where candidates 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 candidates 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 candidates:

- 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.

