

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	<b>3 Promoting good health</b>	<b>Unit Code</b>	<b>F912</b>	<b>Session</b>	Jan / June	<b>Year</b>	<b>2</b>	<b>0</b>		
<b>Centre Name</b>						<b>Centre Number</b>				
<b>Candidate Name</b>						<b>Candidate Number</b>				

**Evidence:** You produce a report of the planning of, and your participation in, a small-scale health-promotion campaign to promote good health.

#### Unit F912: Promoting good health

#### What the candidate needs to do:

**Candidates need to produce** a report of the planning of, and their participation in, a small-scale health-promotion campaign to promote good health. [50 marks]. The evidence needs to include:

**AO1:** evidence that candidates understand the principles of health and well-being, including the factors which can affect health and well being [15];

**AO2:** applying knowledge and showing understanding of the job roles of key workers who promote health, including information about **two** preventative measures [15];

**AO3:** evidence of planning and carrying out a health promotion campaign [10];

**AO4:** evidence the impact of your health promotion campaign and your own performance [10].

#### How candidate will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Teacher comments	Mark Awarded
<b>AO1</b>	Candidates show a basic understanding of the principles of health and well-being; they produce a basic description about <b>two</b> factors that can affect health; they show a basic understanding of the medical and social models of health and the effects of ill-health on individuals' quality of life.	Candidates show a sound understanding of the principles of health and well-being; they produce a sound description about <b>two</b> factors that can affect health; they show a sound understanding of the medical and social models of health and the effects of ill-health on individuals' quality of life.	Candidates show a in-depth understanding of the principles of health and well-being; they produce a comprehensive description about <b>two</b> factors that can affect health; they show an in-depth understanding of the medical and social models of health and the effects of ill-health on individuals' quality of life.		<b>/15</b>
	[0 1 2 3 4 5]	[6 7 8 9 10]	[11 12 13 14 15]		

Unit F912: Promoting good health (continued)						
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Teacher comments	Mark Awarded	
AO2	Candidates provide, with guidance, a basic account of the job roles of <b>two</b> key workers who are involved in promoting health, and give a basic description of <b>two</b> preventative measures that they could apply; candidates show a basic understanding of the implications of a current health promotion initiative; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive.  [0 1 2 3 4 5]	Candidates provide a sound level of understanding of a range of job roles of <b>two</b> key workers who are involved in promoting health, and describe thoroughly <b>two</b> preventative measures that they could apply; Candidates show a sound understanding of the implications of a current health promotion initiative; Limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the AO. There may be noticeable errors of grammar, punctuation and spelling.  [6 7 8 9 10]	Working accurately and independently, candidates provide in-depth knowledge and understanding of a range of the job roles of <b>two</b> key workers who are involved in promoting health, explaining <b>two</b> preventative measures that they could apply; Candidates show an in-depth understanding of the implications of a current health promotion initiative. Ability to present relevant material in a planned and logical sequence. Appropriate terminology used. Sentences, for the most part, relevant and presented in a balanced, logical and coherent manner which addresses the AO. There will be occasional errors of grammar, punctuation and spelling.  [11 12 13 14 15]		/15	
AO3	Candidates produce a basic plan for a small-scale health-promotion campaign and records to show how it was implemented;  [0 1 2 3 4]	Candidates produce a detailed plan for a small-scale health-promotion campaign and records to show how it was implemented;  [5 6 7]	Candidates produce a comprehensive plan for a small-scale health-promotion campaign and records to show how it was implemented.  [8 9 10]		/10	
AO4	Candidates produce a basic evaluation of the impact of the health promotion campaign, including a limited reflection on their own performance;  [0 1 2 3 4]	Candidates produce a sound evaluation of the impact of the health promotion campaign, including a detailed reflection on their own performance;  [5 6 7]	Candidates produce a comprehensive evaluation of the impact of the health promotion campaign, including an in-depth reflection that makes reasoned judgments about their performance; valid conclusions are drawn which accurately reflect their evaluations.  [8 9 10]		/10	
<b>Total mark awarded:</b>					<b>/50</b>	

If this work is a re-sit, please tick		Session and Year of previous submission	Jan / June	<b>2</b>	<b>0</b>	Please tick to indicate this work has been standardised internally	
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Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).  
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

### Guidance on Completion of this Form

- 1 One sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.