

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Health and Social Care (6943)
Unit 6 Public Health

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General Comments

The work seen this series was generally accurately assessed. The issues with assessment often were due to over assessing Assessment Objective 4, the evaluation where description is credited as evaluation. Some centres were also generous in the awarding of marks at the upper end of Mark Band 3. It is always worth ensuring when teaching this unit that the student can access appropriate information to complete Assessment Objective 4 before they start the unit.

Assessment Objective 1

The better reports linked their issues to the public health consequences of those issues, and did not tend to spend much time describing the effect on the health of the individual affected. There is a tendency for some students to think that more is better, and to include as much information as possible, this can have a negative effect on this section as the student often loses focus on the issue. Students should be concentrating on a specific section of the UK population which helps them focus their work. They should also be encouraged to reference their work throughout, it is both good practice, and helps them access the marks in Assessment Objective 3.

Assessment Objective 2

The successful students had chosen relevant issues and linked them to a specified group of the UK population, and then identified the relevant social, environmental and lifestyle issues that were relevant to that section of the population. Some students could provide relevant links to social, environmental and lifestyle factors but did not always go on to consider their impact on the public health of a specified group or section of the U.K. Some students had got this the wrong way around and talked about the effect of the public health issue in environmental and social factors, this should be discouraged.

Assessment Objective 3

Better students showed good skills in obtaining information from literature searches but some need to be encouraged to be more selective about the information they use in their final report and they should take care to reference all the work that they quote.

To access mark band three an awareness and understanding of the sources they are using should be seen and this should be explicit, this should include, for example a discussion of the possible effect of bias in the sources, this was seen in the work of the more successful students. At mark band 2 and 3 the student is required to analyse environmental and lifestyle factors in relation to the public health issue. This can be included with the description of the factors in Assessment Objective 2, but assessors need to ensure that they do not credit description as analysis.

Assessment Objective 4

The number of students attempting to evaluate rather than describe in this section is increasing and this is to be applauded. However there are still a significant minority of centres that credit descriptions as evaluations and this should be avoided. To reiterate the point made at the start of this report, centres need to ensure that students are choosing issues that have appropriate strategies to minimise the risks, and it is best to do this before students start work on the unit to allow them full opportunity to access this assessment objective.

Students need guidance on both analysis and evaluation at this stage to ensure that they can achieve Mark Band 3. The process is new to them and should be supported by their Centres.

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