

Moderators' Report/
Principal Moderator Feedback

January 2012

GCE Health & Social Care (6943)
Unit 6 – Public Health

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Pearson: helping people progress, everywhere

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code UA030119

All the material in this publication is copyright

© Pearson Education Ltd 2012

General Comments

The amount of work seen this series for this unit was limited due to the small entry size. Generally the work was accurately assessed, however a significant minority of centres are still having problems assessing accurately. Where there have been problems these are often caused by learners choosing inappropriate issues, these issues then make it difficult for the learner to access the assessment criteria. It is always worth, when teaching this unit that the learner can access information to complete Assessment Objective 4 before they start the unit. Centres are encouraged to make use of the 'Ask the Expert' service if they are unsure about the issues that their students are considering using are appropriate.

Assessment Objective 1

The stronger 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 learners 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 learner often loses focus on the issue. Learners should 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 learners 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 learners 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.

Assessment Objective 3

Some learners showed good skills in obtaining information from literature searches but 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, including, for example a discussion of the possible effect of bias in the sources. It is good practice to ensure that learners include bibliographies to reports.

At mark band 2 and 3 the learner 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 learners 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.

Learners need guidance on both analysis and evaluation at this stage to ensure that they can achieve Mark Band 3.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code UA030119 January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

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

