

**General Certificate of Secondary Education
Health and Social Care**

A913CA

Unit A913: Promoting Health and Wellbeing

Specimen Controlled Assessment Task

INSTRUCTIONS TO TEACHERS

Before candidates start works on the Tasks, teachers should:

- make sure that candidates are sufficiently prepared for producing a check list which covers all requirements of the Tasks
- ensure that candidates are aware that they do have research time of between 12-18 hours over the course of the unit to allow them to carry out Tasks 2 and 3 and compile a bibliography
- ensure that if any group work takes place, that the information gathered is then used by the candidate on an individual basis when responding to Tasks in the controlled environment
- make sure that candidates are able to access appropriate resources, eg internet, local publications such as directories.

The controlled environment must be monitored as follows:

- candidates must have access to their notes, action plan/checklist and any information obtained via research when they respond to the Tasks
- candidates will complete all Tasks in class, working independently when producing evidence for assessment
- it is expected that the timeframe for completion of all Tasks is 18-26 hours:

Task 1 6-8 hours
Task 2 8-12 hours
Task 3 4-6 hours

The total number of marks available for this task is 60.

INSTRUCTIONS TO TEACHERS continued

- candidates must be supervised at all times during the completion of Tasks. At the end of each period of work, candidates' notes, discs, memory sticks, etc, must be collected and then returned to them at the beginning of the next period of work
- candidates must not communicate with each other regarding the work that they carry out in the controlled environment
- candidates must not introduce any new material into their research which is not accessed during the 12-18 hours set aside for research and keeping their action plan up to date
- it is possible for candidates during the 12-18 hours set aside for research to request assistance from the teacher. It is appropriate, for example, for candidates to ask for technical help in accessing the internet or using a library catalogue. It would not be appropriate for candidates to ask for help in evaluating a particular source or for advice as to whether the conclusions they were drawing were accurate
- apart from ensuring that candidates understand the guidance on how to undertake the task, teachers cannot give any other guidance to the candidate during the time set aside for their completion
- candidates may use word processors to write up their findings or they may hand write their responses. If handwritten evidence is submitted, then the work will need to be scanned if the centre has entered for e-moderation
- at the end of the time set aside for the completion of the Tasks, teachers must collect in the candidates' evidence.

Instructions To Candidates

- You will need access to your research notes when completing the tasks and your completed action plan when you come to respond to Task 5 in the controlled environment
- You will complete all Tasks in class, working independently; however, if you have worked in a group to generate primary research evidence, you will be able to share the information gathered as long as the interpretation of findings is entirely your own
- On completion of Tasks 1-5 you must have compiled a bibliography
- You must not communicate with other candidates regarding the work that you carry out in the controlled environment
- You must ensure you keep updating your action plan as you progress through the unit as you will need it for Task 5
- You may use a word processor or you may hand write your responses to each of the Tasks

HEALTH PROMOTION UNIT – Coming Soon!

Clements High School is pleased to announce that the new Health Promotion Unit will be opening at the end of August this year! Following negotiations with local stakeholders, the Unit will be opening its doors to all those in the community who wish to become more actively involved in all aspects of their health and wellbeing.

A grand opening is planned at which there will be opportunities to view the facilities on offer, talk to experts and get started on the process of improving your health and wellbeing!

As soon as we have more information about the opening, we'll let you know...

Extract from The Dyer Herald, April 2008

What you need to do:

You have been asked to design a stand for the opening of the Health Promotion Unit. The focus of your stand will be a 'before' and 'after' health promotion plan for an individual of your choosing. The health promotion plan needs to be in a format which can be used by the individual chosen and be specific to their physical, intellectual, emotional and social health and wellbeing. You'll need to check with the individual that they're happy for you to share personal information with other people, although you will be able to ensure confidentiality by using a different name.

Task 1: Preparation

Before starting your investigation, you must:

- identify the individual who's going to be the focus of the health plan – this can be someone who wants to maintain or improve their health and wellbeing
- produce a plan/checklist for your health plan, including aims and objectives
- decide on the information you will use and where you will access this
- what primary research (*note: you can work in groups to produce this*) do you need to carry out?
- what secondary research do you need to carry out?

Task 2: Introduction

This is your introduction to the health plan, so you'll need to:

- explain what is meant by 'health'
- plan and carry out research in order to find out about the individual's current state of physical, intellectual, emotional and social health
- obtain information about aspects of their PIES health which they are most concerned about
- you also need to find out about the factors that have had a positive impact on their health
- draw up a check list for the work you will be doing

Task 3: Production of the health plan

Section 1

Now that you've obtained information from the individual about their health and wellbeing, you need to:

- explain features of the individual's lifestyle which have affected their physical health
- calculate two physical measures of the individual's health using two from:
 - blood pressure
 - peak flow
 - height and weight/body mass index
 - waist to hip ratio
 - resting pulse and recovery after exercise
- analyse your findings
 - *remember to take into consideration the individual's age, sex and lifestyle*

Section 2

- from your findings, identify two physical needs that you are going to focus on in the health plan
- explain why you have chosen these needs
- identify two targets for the individual
- describe the possible impact on their health should the individual meet these targets
- explain how the targets address the individual's needs

Section 3

- explain possible risks to the health and wellbeing of the individual
- analyse how each risk could damage the health of the individual in both the short and long term
- explain the differences between the individual's state of health and the recommended norms
- analyse factors that have positively affected the health and wellbeing of the individual
- explain how these factors have interrelated (worked together) to positively affect their health and wellbeing

Task 4: Conclusion

Having produced the health plan:

- explain why the health plan is relevant for this individual
- analyse the difficulties that the individual may have in following and achieving the plan
- explain the support that might be required in order for the individual to achieve their goals
- draw conclusions about the physical, intellectual, emotional and social effects the plan may have on the individual
- produce a bibliography showing sources of information
- present your investigation in an appropriate format, using appropriate technical terminology

Candidates' evidence will be internally assessed and externally moderated, using the bands below.

HEALTH AND SOCIAL CARE

Unit A913: Promoting Health and Well-being

Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is 60

SPECIMEN

Unit A913: Promoting health and well-being – Marking Grid

TASK ONE: Preparation			Max
<p>Identify the sector on which the investigation will be based</p> <p>Produce a basic plan/checklist for the investigation; aims and objectives show limited understanding of the purpose of the investigation</p> <p>Evidence of limited planning of the information to be used, including sources of primary and/or secondary data which will have limited relevance to the context of the investigation</p> <p>In teamwork situations, the candidate has made limited contribution to the efforts of the team</p> <p style="text-align: right;">0 1 2 3</p>	<p>Identify the sector on which the investigation will be based</p> <p>Produce a sound plan/checklist for the investigation; aims and objectives show some understanding of the purpose of the investigation</p> <p>Evidence of some planning of the information to be used, including sources of primary and/or secondary data which will be mostly appropriate to the context of the investigation</p> <p>In teamwork situations, the candidate has made some contribution to the efforts of the team</p> <p style="text-align: right;">4 5 6</p>	<p>Identify the sector on which the investigation will be based</p> <p>Produce a comprehensive plan/ checklist for the investigation; aims and objectives show sound understanding of the purpose of the investigation</p> <p>Evidence of comprehensive planning of the information to be used, including sources of primary and secondary data which will be appropriate to the context of the investigation</p> <p>In teamwork situations, the candidate has made a significant contribution to the efforts of the team</p> <p style="text-align: right;">7 8</p>	
TASK Two: Introduction			
<p>A basic explanation of what is meant by health</p> <p>Plan and carry out research into the individual's health and wellbeing; limited understanding of the information required can be seen in the research carried out; in group work, the candidate's contribution to group work is minimal and requires considerable guidance in interpreting and presenting the information obtained</p>	<p>A reasonable explanation of what is meant by health</p> <p>Plan and carry out research into the individual's health and wellbeing; some understanding of the information required can be seen in the research carried out; in group work, the candidate makes limited contributions to group work and requires guidance in interpreting and presenting the information obtained</p>	<p>A comprehensive explanation of what is meant by health</p> <p>Plan and carry out research into the individual's health and wellbeing; clear understanding of the information required is reflected in the research carried out; in group work, the candidate makes thoughtful contributions to group work and requires minimal guidance in accurately interpreting and presenting the information obtained</p>	

<p>A limited analysis of the physical, intellectual, emotional and social health and wellbeing of the individual</p> <p style="text-align: right;">0 1 2 3</p>	<p>A sound analysis of the physical, intellectual, emotional and social health and wellbeing of the individual</p> <p style="text-align: right;">4 5 6 7</p>	<p>A detailed analysis of the physical, intellectual, emotional and social health and wellbeing of the individual</p> <p style="text-align: right;">8 9 10</p>	
TASK 3 Production of the Health Plan: Section 1			Max
<p>A basic explanation of features of individuals' lifestyles which could affect physical health</p> <p>Accurately calculate physical measures of health; use these measurements to carry out a limited analysis of variations from the norms</p> <p style="text-align: right;">0 1 2</p>	<p>A reasonable explanation of features of individuals' lifestyles which could affect physical health</p> <p>Accurately calculate physical measures of health; use these measurements to carry out a sound analysis of variations from the norms</p> <p style="text-align: right;">3 4 5</p>	<p>A detailed explanation of features of individuals' lifestyles which could affect physical health</p> <p>Accurately calculate physical measures of health; use these measurements to carry out a comprehensive analysis of variations from the norms</p> <p style="text-align: right;">6 7 8</p>	
TASK 3 Production of the Health Plan: Section 2			
<p>Identify two needs for the health plan. Give a basic explanation of why you chose these needs</p> <p>Identify two targets for the individual and the possible impact on the physical measures of health</p> <p>A basic explanation of how the two targets address the individual's needs</p> <p>Produce a plan for an individual to maintain and/or improve their health</p> <p style="text-align: right;">0 1 2 3 4</p>	<p>Identify two needs for the health plan. Give a reasonable explanation of why you chose these needs</p> <p>Identify two targets for the individual and outline the possible impact on the physical measures of health</p> <p>A reasonable explanation of how the two targets address the individual's needs</p> <p>Produce a realistic plan for an individual to maintain and/or improve their health</p> <p style="text-align: right;">5 6 7 8</p>	<p>Identify two needs for the health plan. Give a comprehensive explanation of why you chose these needs</p> <p>Identify two targets for the individual and describe in detail the possible impact on the physical measures of health</p> <p>A comprehensive explanation of how the two targets address the individual's needs</p> <p>Produce a realistic and comprehensive plan for an individual to maintain and/or improve their health</p> <p style="text-align: right;">9 10 11 12</p>	

TASK 3 Production of the Health Plan: Section 3			
Factors that have affected the individual's health and well-being			
A basic explanation of possible risks to the health and wellbeing of individuals	A reasonable explanation of possible risks to the health and wellbeing of individuals	A comprehensive explanation of possible risks to the health and wellbeing of individuals	
A limited analysis of how they may damage the health of the individual in the short and long term	A sound analysis of how they may damage the health of the individual in the short and long term	A detailed analysis of how they may damage the health of the individual in the short and long term	
A basic explanation of the differences between the individual's state of health and recommended norms	A reasonable explanation of the differences between the individual's state of health and recommended norms	A comprehensive explanation of the differences between the individual's state of health and recommended norms	
A limited analysis of factors that have positively affected the health and well-being of the individual	A sound analysis of factors that have positively affected the health and well-being of the individual	A detailed analysis of factors that have positively affected the health and well-being of the individual	
A basic explanation of the ways the factors could interrelate to positively affect the health and well-being of the individual	A reasonable explanation of the ways the factors could interrelate to positively affect the health and well-being of the individual	A comprehensive explanation of the ways the factors could interrelate to positively affect the health and well-being of the individual	
0 1 2 3 4	5 6 7 8	9 10 11 12	
TASK 4 Conclusions			
A basic explanation of why the plan is relevant for the individual	A reasonable explanation of why the plan is relevant for the individual	A comprehensive explanation of why the plan is relevant for the individual	
A limited analysis of the difficulties that may be encountered by the individual following and/or achieving the plan; a basic explanation of how they could be supported	A sound analysis of the difficulties that may be encountered by the individual following and/or achieving the plan; a reasonable explanation of how they could be supported	A detailed analysis of the difficulties that may be encountered by the individual following and/or achieving the plan; a comprehensive explanation of how they could be supported	
Draw conclusions about the physical, intellectual, emotional and social effects the	Draw realistic conclusions about the physical, intellectual, emotional and social	Draw realistic and comprehensive conclusions about the physical, intellectual,	

plan may have on the individual 0 1 2 3	effects the plan may have on the individual 4 5 6 7	emotional and social effects the plan may have on the individual 8 9 10	
<p><i>Candidates in this mark band will:</i></p> <ul style="list-style-type: none"> • <i>have evidence of inaccuracies in spelling, punctuation and grammar, showing little cohesion</i> • <i>require guidance when presenting information</i> • <i>require guidance when selecting a suitable structure and style of writing</i> 	<p><i>Candidates in this mark band will:</i></p> <ul style="list-style-type: none"> • <i>ensure that text is legible and that spelling, punctuation and grammar are generally accurate so that meaning is clear</i> • <i>present information in a format which suits its purpose</i> • <i>use a suitable structure and style of writing</i> 	<p><i>Candidates in this mark band will:</i></p> <ul style="list-style-type: none"> • <i>ensure that text is consistently legible and that spelling, punctuation and grammar are accurate so that meaning is clear</i> • <i>present information in a format which suits its purpose and shows careful consideration to the intended recipient</i> • <i>use a suitable structure and style of writing which is appealing to the audience</i> 	
TOTAL			60