Hi JACKIE

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| **OCR Level 1/Level 2 Cambridge National in** **Health and Social Care** |
| Qualification J835  Unit R035 |
| Unit Recording Sheet |

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| Please read the instructions printed at the end of this form. A Unit Recording Sheet must be completed for each candidate and unit. | | | | | | | | | | | |
| Unit Title | Health promotion campaigns | | | | | | Unit Code | R035 | Session | | Choose an item. | Year | 2 | | 0 |  | | | |  | |
| Scenario Title | |  | | | | | | | | | | | | | | | | | | | |
| Centre Name | |  | | | | | | | | | Centre Number | |  | | | | | | | | |
| Candidate Name | |  | | | | | | | | | Candidate Number | |  | | | | | | | | |
| Marking Criteria | | | | | | | | | Teacher Comments | | | | | | Mark | | | | Page No. | | |
| **Task 1a – Topic Area 1: Current public health issues and the impact on society** | | | | | | | | |  | | | | | |  | | | |  | | |
| **MB1: 1 - 2 marks** | | | **MB2: 3 - 4 marks** | | **MB3: 5 - 6 marks** | | | |
| **Brief** explanation of reasons for choice of the public health challenge.  **Limited** understanding of why addressing this public health challenge is important to a healthy society.  **[1 2]** | | | **Sound** explanation of reasons for choice of the public health challenge.  **Partial** understanding of why addressing this public health challenge is important to a healthy society.  **[3 4]** | | **Comprehensive** explanation of reasons for choice of the public health challenge.  **Full** understanding of why addressing this public health challenge is important to a healthy society.  **[5 6]** | | | |
| **/6** | | | |
| Marking Criteria | | | | | | | | | | Teacher Comments | | | | Mark | | | Page  No. | | | | |
| **Task 1b – Topic Area 1: Current public health issues and the impact on society**  **Topic Area 2: Factors influencing health** | | | | | | | | | |  | | | |  | | | |  | | |
| **MB1: 1 - 3 marks** | | | | **MB2: 4 - 6 marks** | | **MB3: 7- 9 marks** | | | |
| **Brief** explanation of the factors that could influence the health and wellbeing of the target audience.  **Brief** explanation of the barriers to leading a healthy lifestyle.  **[1 2 3]** | | | | **Sound** explanation of the factors that could influence the health and wellbeing of the target audience.  **Sound** explanation of the barriers to leading a healthy lifestyle.  **[4 5 6]** | | **Comprehensive** explanation of the factors that could influence the health and wellbeing of the target audience.  **Comprehensive** explanation of the barriers to leading a healthy lifestyle.  **[7 8 9]** | | | |
| **/9** | | | |
| **MB1: 1 - 3 marks** | | | | **MB2: 4 - 6 marks** | | **MB3: 7- 9 marks** | | | |  | | | |  | | |  | | | | |
| **Brief** explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.  **[1 2 3]** | | | | **Sound** explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.  **[4 5 6]** | | **Comprehensive** explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.  **[7 8 9]** | | | |
| **/9** | | |

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| **Task 2 – Topic Area 3: Plan and create a health promotion campaign** | | | | |  |  |  |
| **MB1: 1 - 4 marks** | | **MB2: 5 - 8 marks** | | **MB3: 9 - 12 marks** |
| Produces a **basic** plan for a health promotion campaign.  Demonstrates a **limited** understanding of:  • the aims of the campaign  • timescales  • resources needed  • safety considerations  • communication  • methods to be used to engage the target audience  • feedback.  **[1 2 3 4]** | | Produces a **sound** plan for a health promotion campaign.  Demonstrates a **partial** understanding of:  • the aims of the campaign  • timescales  • resources needed  • safety considerations  • communication  • methods to be used to engage the target audience  • feedback.  **[5 6 7 8]** | | Produces a **comprehensive** plan for a health promotion campaign.  Demonstrates a **full** understanding of:  • the aims of the campaign  • timescales  • resources needed  • safety considerations  • communication  • methods to be used to engage the target audience  • feedback.  **[9 10 11 12]** |
| **/12** |
| Marking Criteria | | | | | Teacher Comments | Mark | Page  No. |
| **Task 3 – Topic Area 4: Deliver and evaluate a health promotion campaign** | | | | |  |  |  |
| **MB1: 1 - 2 marks** | | **MB2: 3 - 4 marks** | | **MB3: 5 - 6 marks** |
| Introduction to the campaign is **brief**.  Demonstrates **basic** communication skills.  **[1 2]** | | Introduction to the campaign is **adequate**.  Demonstrates **sound** communication skills.  **[3 4]** | | Introduction to the campaign is **effective**.  Demonstrates **effective** communication skills.  **[5 6]** |
| **/6** |
| **MB1: 1 - 2 marks** | **MB2: 3 - 4 marks** | | **MB3: 5 - 6 marks** | |  |  |  |
| Delivers a **simple** health promotion campaign.  **[1 2]** | Delivers a **sound** health promotion campaign.  **[3 4]** | | Delivers a **complex** health promotion campaign.  **[5 6]** | |
| **/6** |

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| **Task 4 – Topic Area 4: Deliver and evaluate a health promotion campaign** | | |  |  |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 8 marks** | **MB3: 9 - 12 marks** |
| **Basic** evaluation of strengths and weaknesses of:  • planning  • communication skills  • engaging individuals.  **Limited** suggestions for improvement.  **Limited** use of feedback.  **[1 2 3 4]** | **Sound** evaluation of strengths and weaknesses of:  • planning  • communication skills  • engaging individuals.  **Adequate** suggestions for improvement.  **Partial** use of feedback.  **[5 6 7 8]** | **Comprehensive** evaluation of strengths and weaknesses of:  • planning  • communication skills  • engaging individuals.  **Detailed** suggestions for improvement.  **Full** use of feedback.  **[9 10 11 12]** |
| **/12** |
| **Total** | | | | /**60** |  |

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| Please tick to confirm this work has been standardised internally |  |

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 Centre Authentication form (CCS160) **must** be completed for each submission to the moderator. This **must** be held in your centre to be available on request at centre inspection.

Guidance on Completion of this Form

1 One form should be used for every candidate.

2 Please make sure that all parts 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/highlight the mark awarded for each strand of the marking criteria in the appropriate box.

5 Enter the circled/highlighted mark in the 'Mark' column.

6 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

7 For Paper-based submissions, one of these sheets, suitably completed, should be attached to the assessed work of each candidate.

8 For Electronic Internal submissions, prior to submitting ‘candidate evidence’ to OCR (via the Repository/SfA or via a USB), the Centre should add a separate folder containing the Unit Recording Sheets.