

Moderators' Report/ Principal Moderator Feedback

June 2011

GCE Health & Social Care (6942)
Unit 5 - Activities for Health & Well-being

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Publications Code US027351

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General Comments

The assessment evidence for this unit consists of a report on an activity carried out by the candidate. In the work moderated learners had chosen a variety of activities, and a range of settings and user groups. Some reports were excellent, addressing the assessment objectives of the unit directly and displaying clear understanding of what was required. These learners had put much effort and skill into devising, carrying out and evaluating interesting and beneficial activities for their chosen user group.

A number of learners had carried out more than one activity; in some cases 5 or more had been carried out. In most cases this was to the detriment of the learner since they had spread their effort too thinly to provide evidence of the depth required to reach higher mark bands in each Assessment Objective (AO). Centres should remind learners that it is only necessary to carry out **one** activity to fulfil the assessment requirements on the unit.

Learners who work in groups need to make sure that they have evidence for their individual contribution, and that their report is about their own work. Learners working in groups sometimes had difficulty showing their individual role in the work. Some reports referred to 'we' throughout, making it hard to assess the individual learner's contribution.

Assessment Objective 1

This requires learners to consider different activities and to choose one activity to carry out with their chosen client group, explaining reasons for their choice. Most learners chose a suitable activity, and were able to explain reasons for their choice. Learners who were in a position to make genuine considered choices about their activity were generally more likely to show knowledge and understanding, and better able to explain reasons for their choice. In some other reports the choice of activity was not well explained. Learners should be encouraged to consider a range of activities in the light of learning they have gained in other parts of their studies; for instance their knowledge of needs and of human growth and development. Theory from these areas can help inform their choices and substantiate their decisions.

Assessment Objective 2

Learners looked at the benefits of their activity and often this was structured in terms of 'PIES' headings. A number of learners had looked rather superficially at the benefits of their activity, and had listed some without sufficient explanation or depth. Learners should be encouraged to look in depth at the benefits of their activity and apply their knowledge and understanding to meet the requirements of this AO.

Assessment Objective 3

This requires reporting on the planning of the activity, and the implementation and analysis. Some learners had made good links to theory in their planning and analysis, and had used research into the curriculum or programme followed by their chosen user group to support their choices, planning and evaluation. Often though the emphasis was on the planning and implementation of the activity, and there was little analysis present.

Assessment Objective 4

Requires an evaluation of the activity, including benefits to the service users. This was the weakest part of most reports. Generally learners had collected some evidence to support their evaluation. In some reports evidence from several sources was collected and incorporated into a balanced and considered evaluation. However many reports used a very limited range of evidence and sources of information. Also sometimes learners had collected primary evidence that was not referred to in their report, and seemed to be unsure how to go about evaluating their activity. Often only a few points, generally good ones, were described or stated. Few learners managed to provide the depth of evaluation necessary to reach the top mark band. Learners should remember to plan evidence collection methods so that they to incorporate in their analysis and evaluation, and remember to focus on the benefits to the client in planning and evaluating the activity.

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Order Code US027351 June 2011

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