

Moderators' Report/ Principal Moderator Feedback

January 2012

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

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General comments

For this unit the assessment evidence consists of a report on an activity carried out by the candidate. In this series there were a very low number of entries. Generally learners had chosen a variety of activities, and a range of settings and user groups. There were some very good reports, in which the assessment objectives of the unit were addressed directly and a clear understanding of what was required was shown.

A small number of learners had carried out more than one activity. Centres should remind learners that it is only necessary to carry out one activity to fulfil the assessment requirements on the unit. Where several activities had been carried out students may spread their effort too thinly to provide evidence of the depth required to reach higher mark bands in each Assessment Objective (AO).

Learners working in groups sometimes had difficulty showing their individual role in the work. 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.

Assessment Objective 1

Assessment Objective 1 requires learners to consider different activities and to choose one activity to carry out with their chosen client group, explaining reasons for their choice. Generally learners had chosen a suitable activity, and were able to explain reasons for their choice. Learners who were in a position to make their own decisions about their activity tended to show knowledge and understanding, and were better able to explain reasons for their choice. In some 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. Knowledge and understanding from these areas can help inform their choices and substantiate their decisions.

Assessment Objective 2

In Assessment Objective 2 learners looked at the benefits of their activity. 'PIES' categories were often used to help structure this section of reports. The benefits of the chosen activity were often dealt with quite superficially. In some reports they were simply listed without sufficient explanation or description. 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 Assessment Objective.

Assessment Objective 3

In Assessment Objective 3 learners need to report on the planning of the activity, and on the implementation and analysis. Some learners had made good links to theory in their planning and analysis. For instance some had carried out 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

In Assessment Objective 4 learners are required to evaluate their activity, including benefits to the service users. This section was the weakest part of most reports. Some 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, and learners 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 incorporate this 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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