

Moderators' Report/
Principal Moderator Feedback

Summer 2012

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

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General Comments

The assessment evidence for this unit consists of a report on an activity carried out by the candidate. As in previous series learners had chosen a variety of activities, and a range of settings and user groups.

There were a relatively small number of entries for this unit this summer, and a small number of centres sent work for moderation. There were some good quality reports that directly addressed the assessment objectives of the unit and where clear understanding of what was required was displayed. There were however many reports that had not targeted the assessment objectives directly.

Some learners had carried out more than one activity. These learners therefore, did not totally fulfil the assessment criteria by explaining how their final choice of activity was made. Centres are reminded that it is only necessary to carry out **one** activity to fulfil the assessment requirements on the unit. Learners should carry out only a single activity so that they are able to provide evidence of the depth required to reach higher mark bands in each Assessment Objective (AO).

The accuracy of centre assessment was generally good during this assessment series. Some centres however, had shown leniency in their assessment, and in some cases considerable leniency was shown. These centres had often interpreted the Specifications correctly, but awarded marks within the mark bands too generously. Some had placed work in the wrong band altogether.

Assessment Objective 1

Learners need 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 stated the reasons for their choice. Learners should be encouraged to explain their decisions. They should 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 need to explain the benefits of their chosen activity. This Assessment Objective is one where learners tend to score less well, and a number of learners had looked rather superficially at the benefits of their activity; listing some benefits without sufficient explanation or depth. There is a tendency for some centres to reward work a little too generously in Assessment Objective 2. Learners should be encouraged to look in depth at the benefits of their activity, and to apply their knowledge and understanding to meet the requirements of this Assessment Objective.

Assessment Objective 3

This Assessment Objective requires reporting on the planning of the activity, and the implementation and analysis. There were several centres where learners did not clearly indicate the sources of the information they used in Assessment Objective 3. Also the emphasis was often on the

planning and implementation of the activity, with little analysis present. Some learners had provided detailed accounts of the implementation of their activity, and occasionally planning was also dealt with well. Learners should be encouraged to provide an analysis of their activity, and to build evidence collection opportunities into their plan to help them with their evaluation.

Assessment Objective 4

This requires an evaluation of the activity, including benefits to the service users. This was the weakest part of most reports. Some learners had collected evidence to support their evaluation, although many reports used a very limited range of evidence and sources of information. Also sometimes learners seemed to be unsure how to go about evaluating their activity. Often only a few positive points were described or stated. A number of learners had provided a broad evaluation that looked at areas like their communication skills, or the service-user's enjoyment, rather than focusing on the benefits gained. The conclusions drawn were the weakest part of many evaluations. Learners require guidance on both analysis and evaluation at this stage to ensure that they can achieve Mark Band 3. Learners should be encouraged to fully reference their work and provide detailed bibliographies. Moreover, they should remember to plan evidence collection methods so that they can incorporate in their analysis and evaluation, and remember to focus on the benefits to the client in planning and evaluating the activity.

Grade Boundaries

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

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