

Moderators' Report/
Principal Moderator Feedback

Summer 2013

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code US035351

All the material in this publication is copyright

© Pearson Education Ltd 2013

Grade Boundaries

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

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

General Comments

The assessment evidence for this unit consists of a report on an activity carried out by the student. Students 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 year. 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. Although there were many reports that had not targeted the assessment objectives directly.

Some students had carried out more than one activity. These students therefore, did not totally fulfil the assessment criteria by explaining how their final choice of activity was made. Centres should remind students that it is only necessary to carry out one activity to fulfil the assessment requirements on the unit. Students 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, although some centres had shown leniency in their assessment. 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

In Assessment Objective 1 students need to consider different activities and to choose one activity to carry out with their chosen client group, explaining reasons for their choice. Most students choose a suitable activity, and stated the reasons for their choice. Students 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

In Assessment Objective 2 students need to explain the benefits of their chosen activity. This Assessment Objective is one where students tend to score less well, and a number of students 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. Students 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

Assessment Objective 3 requires reporting on the planning of the activity and the implementation and analysis. There were several centres where students did not clearly indicate the sources of the information they used in Assessment Objective 3. The emphasis was also often on the planning and implementation of the activity, with little analysis present. Some students had provided detailed accounts of the implementation of their activity, and occasionally planning was also dealt with well. Students 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

Assessment Objective 4 requires an evaluation of the activity, including benefits to the service users. This was the weakest part of most reports. Some students had collected evidence to support their evaluation, although many reports used a very limited range of evidence and sources of information. Sometimes students also seemed to be unsure how to go about evaluating their activity. Often only a few positive points were described or stated. A number of students 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. Students need guidance on both analysis and evaluation at this stage to ensure that they can achieve Mark Band 3. Students should be encouraged to fully reference their work and provide detailed bibliographies. Students should also 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.

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

