

Principal Moderator's Report January 2010

GCE

GCE Health & Social Care - Unit 5 (6942)

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6942/01: Activities for Health and Well-being

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 very few entries for this unit this year, and only 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 though many reports that had not targeted the assessment objectives directly.

A few learners had carried out more than one activity. These learners had identified and explained up to four activities and then carried them all out, rather than then choosing one activity to carry out with their chosen client group and explaining in detail the benefits of this activity for the group. Consequently the learners did not totally fulfil the assessment criteria by explaining why their final choice of activity was made. Centres should remind learners that it is only necessary to carry out **one** activity to fulfil the assessment requirements on the unit. Learners should carry out a single activity to help them provide evidence of the depth required to reach higher mark bands in each Assessment Objective (AO).

The accuracy of centre assessment was poor during this assessment series. Many centres had shown leniency in their assessment; in some cases considerable leniency was shown. Most of these centres had 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 AO1 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 choose a suitable activity, but then only stated the reasons for their choice. Learners should be 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 AO2 learners need to explain the benefits of their chosen activity. This AO 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 AO2. 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

AO3 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 for AO3. 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

AO4 requires an evaluation of the activity, including benefits to the service users. This was the weakest part of most reports. Some learners had collected some evidence to support their evaluation. However 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 points, generally good ones, were described or stated. There were still a lot of learners who evaluated broadly e.g. in relation to their communication skills and the service-user's enjoyment, rather than focusing on the benefits gained. The conclusions drawn were the weakest part of many evaluations. Learners need guidance on both analysis and evaluation at this stage to ensure that they can achieve Mark Band 3. The process is new to them and should be supported by their Centres. Learners need to be encouraged to fully reference their work and provide detailed bibliographies to demonstrate good practice. 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.

Grade Boundaries

Internally assessed units

6942: Activities for Health and Well-being

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	50	45	40	35	30
Uniform boundary mark	100	80	70	60	50	40

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

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