

Principal Moderator's Report Summer 2010

GCE

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

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Publications Code US023461

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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 candidates had chosen a variety of activities, and a range of settings and user groups.

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. It was pleasing to see some candidates steering away from the early years settings, and focusing on a wider range of client groups.

In AO1, candidates need to consider different activities and to choose one activity to carry out with their chosen client group, explaining reasons for their choice. Most candidates chose a suitable activity, but then only stated the reasons for their choice. The rationale for the activity chosen was generally weak with little direct linkage between the client's actual or perceived needs, and the outcomes of the activities selected for them. Candidates 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.

In AO2, candidates need to explain the benefits of their chosen activity. This AO is one where candidates tend to score less well, and a number of candidates 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. Candidates 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.

AO3 requires reporting on the planning of the activity, and the implementation and analysis. For many candidates the emphasis was on the planning and implementation of the activity, with little analysis present. Some candidates had provided detailed accounts of the implementation of their activity, and occasionally planning was also dealt with well. Candidates 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.

AO4 requires an evaluation of the activity, including benefits to the service users. This was the weakest part of most reports. Some candidates had collected some evidence to support their evaluation. However many reports used a very limited range of evidence and sources of information. Sometimes candidates seemed to be unsure how to go about evaluating their activity. A number of candidates evaluated in a broad, generic way, e.g. in relation to their own use of communication skills, or to the service-user's enjoyment of the activity, rather than focusing on the benefits gained. The conclusions drawn were the weakest part of many evaluations. Candidates need guidance on both analysis and evaluation at this stage to ensure that they can achieve in the higher mark bands. Candidates should remember to plan evidence collection methods so that they can incorporate them into their analysis and evaluation, and should focus on the benefits to the client in planning and evaluating their 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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