

Moderators' Report/  
Principal Moderator Feedback

January 2013

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. There were a small quantity of entries for this unit in this assessment period, 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, a number of reports that had not targeted the assessment objectives directly.

Learners had chosen a variety of activities, and a range of settings and user groups. A few learners had carried out more than one activity, as has happened often in past series. 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. 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).

Centre assessment was not always accurate 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**

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 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 are required to explain the benefits of their chosen activity. A number of learners had looked rather superficially at the benefits of their activity, stating 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**

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 or no analysis. 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**

Seeks an evaluation of the activity, including benefits to the service users. This was the weakest part of most reports. Many reports used a very limited range of evidence and sources of information, and some learners seemed unsure how to go about evaluating their activity. Often only a few points, generally good ones, were described or stated. Learners need to provide evidence of both analysis and evaluation. Also learners should be encouraged to fully reference their work and provide adequate bibliographies. Learners should plan evidence collection methods and incorporate the results into their analysis and evaluation. They should remember to focus on the benefits to the client in planning and evaluating the activity.

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