**OCR-set Assignment**

**Sample Assessment Material**

OCR Level 1/Level 2 Cambridge National in Health and Social Care Sample Set Assignment

Unit R033: Supporting individuals through life events

This document is designed to show you what to expect from an OCR-set assignment for this unit. It **must not** be used for live assessment of students.

The live assignments will be available on our secure website, ‘Teach Cambridge’.

**The OCR administrative codes associated with this unit are:**

* unit entry code R033
* certification code J835

**The regulated qualification number associated with this unit is:**

603/7116/X

**Duration: Approximately 10-12 hours**

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**\*Note** **- The student tasks and tips are only included in Task 1 in this document.**

**These will be included for all tasks in the live assignment.**

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# **Information for Teachers**

# **Using this Assignment**

You **must**:

* Make sure you are familiar with the Assessment Guidance relating to the tasks. This is with the unit content in [Section 4](https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf) of the Specification.
* Make sure that you have read and understood **all** the rules and guidance provided in [Section 6](https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf) of the Specification **before** your students complete and you assess the set assignments.
* Make sure that completion and assessment fully adhere to the rules and guidance provided in [Section 6](https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf) of the Specification.
* Provide students with the Health and Social Care [Student guide to NEA assignments](https://www.ocr.org.uk/Images/620512-student-guide-to-nea-assignments.pdf) before they start the assignments.
* Allow students approximately 10-12 guided learning hours (GLH) to complete all tasks.

You **must not**:

* Change or modify this assignment in any way.

## Scenario for the assignment

You are on a placement doing work experience and your supervisor has asked you to provide information on:

* Life stages
* Impacts of life events
* Sources of support.

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

**Important:**

* You will need to refer to the marking criteria grid. Your teacher can explain the marking criteria if you need further clarification.
* You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.

## Your Tasks and Marking Grids

### Task 1 – Growth and development through a life stage

Topic Area 1 is assessed in this task.

In this task you will produce information about a life stage and the factors that have affected an individual.

The life stage for this task is childhood (4-10 years).

The individual could be somebody you know or somebody who is well-known.

You will need to check with your teacher that the individual you have chosen is appropriate.

You **must**:

* Describe the milestones of growth and development that the individual has experienced during childhood (4-10 years), using PIES.
* For the same life stage, explain how the growth and development of the individual has been affected by:
  + **two** emotional factors
  + **two** economic factors
  + **two** cultural factors.

Total marks for Task 1: 15 marks

**Task 1 Tips**

* Remember PIES are:
  + Physical
  + Intellectual
  + Emotional
  + Social.
* Use your own words in your description and explanation.
* If you copy information from books, websites or course notes to support your own description or explanation, make sure it is referenced.

**Topic Area 1: Life stages**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-2 marks** | **MB2: 3-4 marks** | **MB3: 5-6 marks** |
| **Brief** description of growth and development of the individual through the life stage, using PIES. | **Sound** description of growth and development of the individual through the life stage, using PIES. | **Comprehensive** description of growth and development of the individual through the life stage, using PIES. |
| **MB1: 1-3 marks** | **MB2: 4-6 marks** | **MB3: 7-9 marks** |
| **Limited** explanation of how the growth and development of the individual has been affected by **two** of each of the specified factors. | **Adequate** explanation of how the growth and development of the individual has been affected by **two** of each of the specified factors. | **Comprehensive** explanation of how the growth and development of the individual has been affected by **two** of each of the specified factors. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

### Task 2 – Life events and sources of support for individuals

Topic Areas 2 and 3 are assessed in this task.

In this task you will need to speak to an individual who has experienced life events and is willing to talk to you about their experience.

**Task 2a** – Impact of life events on individuals

Topic Area 2 is assessed in this task.

**In Task 2a you will interview an individual and complete a report about life events and their impacts.**

**The tasks will be given in the live assignment.**

The evidence for this task **must be** a written report.

Your evidence **must** be supported with the following:

* the notes from your interview.
* photographs or audio recordings, so that your teacher can confirm that you carried out the interview.
* an Interview Authentication Form for this task that your teacher has signed

Total marks for Task 2a: 24 marks

**Task 2a Tips**

**The tips for this task will be given in the live assignment.**

**Topic Area 2: Impacts of life events**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-2 marks** | **MB2: 3-4 marks** | **MB3: 5-6 marks** |
| **Brief** description of **two** life events and the life stage they occurred in for the individual chosen. | **Sound** description of **two** life events and the life stage they occurred in for the individual chosen. | **Comprehensive** description of **two** life events and the life stage they occurred in for the individual chosen. |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| **Limited** explanation of the impacts of the life event on:   * physical * intellectual * emotional * social * financial. | **Adequate** explanation of the impacts of the life event on:   * physical * intellectual * emotional * social * financial. | **Comprehensive** explanation of the impacts of the life event on:   * physical * intellectual * emotional * social * financial. |
| **MB1: 1-2 marks** | **MB2: 3-4 marks** | **MB3: 5-6 marks** |
| **Limited** explanation of the needs of the individual, based on the impacts of the life event. | **Adequate** explanation of the needs of the individual, based on the impacts of the life event. | **Comprehensive** explanation of the needs of the individual, based on the impacts of the life event. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

**Task 2b** – Research and recommend support to meet individual needs

Topic Area 3 is assessed in this task.

**In Task 2b you will research and recommend personalised support to meet the needs of the individual you spoke to in Task 2a.**

**The tasks will be given in the live assignment.**

Total marks for Task 2b: 21 marks

**Task 2b Tips**

**The tips for this task will be given in the live assignment.**

**Topic Area 3: Sources of support**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| **Brief** information, based on research, provided about the support available for the following sources:   * formal * informal * charities. | **Sound** information, based on research, provided about the support available for the following sources:   * formal * informal * charities. | **Comprehensive** information, based on research, provided about the support available for the following sources:   * formal * informal * charities. |
| **MB1: 1-3 marks** | **MB2: 4-6 marks** | **MB3: 7-9 marks** |
| **Basic** justification of how support will meet the needs of the individual.  **Basic** application of the person-centred values in recommending personalised support. | **Sound** justification of how support will meet the needs of the individual.  **Sound** application of the person-centred values in recommending personalised support. | **Comprehensive** justification of how support will meet the needs of the individual.  **Effective** application of the person-centred values in recommending personalised support. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

## Marking Criteria Command Words

The tables below show the command words that will be used in the NEA Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each command word.

**Mark Band (MB1) Words:**

|  |  |
| --- | --- |
| **Command word** | **Meaning** |
| **Basic** | * Work includes the minimum required. It is a starting point but is simplistic and not developed. * Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work. |
| **Brief/Briefly** | * Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples. |
| **Dependent** | * The student can perform a task when given regular assistance or help. |
| **Few** | * Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response. |
| **Inefficient** | * Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources. |
| **Limited** | * Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding. * Work produced is a starting point rather than a developed process, concept or output. |
| **Minimal** | * Includes very little in amount or quantity required. |
| **Simple** | * Includes a small number of relevant parts, which are not related to each other. |
| **Superficial** | * Work completed lacks depth and detail. |

**Mark Band (MB2) Words:**

| **Command word** | **Meaning** |
| --- | --- |
| **Adequate(ly)** | * Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples. |
| **Assisted** | * The student can perform a task with occasional assistance or help. |
| **Part(ly)/Partial** | * To some extent but not completely. * Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed. * Work produced results in a process, concept or output that would be useable for its purpose. |
| **Some** | * Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response. |
| **Sound** | * Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. * Applies understanding and skills to produce the wanted or intended result in a way that would be useable. |

**Mark Band (MB3) Words:**

| **Command word** | **Meaning** |
| --- | --- |
| **Accurate(ly)** | * Acting or performing with care and precision. * Correct in all details. |
| **All** | * Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response. |
| **Clear(ly)** | * Focused and accurately expressed, without ambiguity. |
| **Complex** | * Includes many relevant parts, all of which relate to each other logically. |
| **Comprehensive(ly)** | * The work produced is complete and includes everything required to show depth and breadth of understanding. * Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose. |
| **Consistent(ly)** | * A level of performance which does not vary in quality over time. |
| **Critical** | * Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding. |
| **Detailed** | * Gives point by point consideration of all the key information. |
| **Effective** | * Applies the skills required to the task and is successful in producing the desired or intended result. * The work produced is effective in relation to a brief. |
| **Efficient** | * Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources. |
| **Full(y)** | * Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed. * Work produced results in a process, concept or output that would be fully fit-for-purpose. |
| **Independent(ly)** | * The student can perform a task without assistance or reliance on others. |
| **Justify/Justified** | * The reasons for doing something are explained in full. |
| **Most(ly)** | * Includes nearly all of what is expected to be included. |
| **Wide (ranging)** | * Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified. |

## Interview Authentication Form

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Health and Social Care |
| **Unit number:** | R033 |
| **Unit title:** | Supporting individuals through life events |
| **Task:** | Task title: Life events and sources of support for individuals |
| Task number: 2 |

This form must be attached to the student’s portfolio and then submitted with the student’s portfolio if requested by the moderator.

**Student declaration**

**Interview information** (complete this to saywho you interviewed, when and where)

I confirm that I completed this interview with the individual above and that my interview notes are a true record of this.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student signature** |  | **Date:**  **(DD/MM/YYYY)** |  |

**Teacher declaration**

I have authenticated the student’s interview and am satisfied (to the best of my knowledge) that the interview was conducted by the student and is solely their own work.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher signature:** |  | **Date:**  **(DD/MM/YYYY)** |  |