**OCR-set Assignment**

**Sample Assessment Material**

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

Unit R034: Creative and therapeutic activities

This is a sample OCR-set assignment which should only be used for practice**.**

This assignment **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 R034
* certification code J835

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

603/7116/X

**Duration: Approximately 10-12 hours**

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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.
* Complete the [Teacher Observation Record](#Teacherobservation) provided for Task 2. You **must** adhere to the [guidance](#Teacherobsguidance) given when completing it.

You **must not**:

* Change or modify this assignment in any way.

## Scenario for the assignment

OCR retirement home

Your Health and Social Care teacher wants you to help at the school taster day for new students who are interested in health and social care.

They have asked you to complete a creative activity that would benefit people aged over 80 who live in OCR retirement home.

You’ll need to say how the creative activity benefits these individuals/groups and also evaluate your own performance.

In addition, your teacher asks you to provide information on the types and benefits of therapies that could also be of benefit to these individuals or groups living at OCR retirement home.

**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.
* You can use the [template](#Template) provided for Task 1.

## Your Tasks and Marking Grids

### Task 1 – Plan a creative activity

Topic Areas 2 and 3 are assessed in this task.

You’ve been asked to plan a creative activity suitable for people aged over 80 who live in OCR Retirement Home. This activity could be for an individual or a group.

Before you start, read the requirements of Tasks 1 and 2.

You **must**:

* Select **one** creative activity you want to deliver.
* Explain the factors that affected your choice of activity.
* Explain the benefits for the individual or group in terms of PIES.
* Produce a plan for your creative activity, to include:
  + aims of the activity
  + timescales
  + resources needed
  + safety considerations
  + communication
  + methodology to be used
  + how you will collect feedback on your delivery of the creative activity from those that take part.

Total marks for Task 1: 24 marks

**Task 1 Tips**

* Use your own words in your explanations and in your plan.
* If you copy information from books, website or course notes to support your own explanations, make sure that it is referenced.
* You can use the template for the plan provided with this assignment or you can design your own, but you **must** make sure that all the things listed above are included.

**Topic Area 2: Creative activities and their benefits**

**Topic Area 3: Plan a creative activity for individuals or groups in a health or social care setting**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| **Brief** explanation of the factors affecting the choice of activity.  **Brief** explanation of the benefits to the individual or group in terms of PIES. | **Sound** explanation of the factors affecting the choice of activity.  **Sound** explanation of the benefits to the individual or group in terms of PIES. | **Comprehensive** explanation of the factors affecting the choice of activity.  **Comprehensive** explanation of the benefits to the individual or group in terms of PIES. |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| Produces a **basic** plan for a creative activity.  Demonstrates a **limited** understanding of:   * the aims of the activity * timescales * resources needed * safety considerations * communication * methodology to be used * feedback. | Produces a **sound** plan for a creative activity.  Demonstrates a **partial** understanding of:   * the aims of the activity * timescales * resources needed * safety considerations * communication * methodology to be used * feedback. | Produces a **comprehensive** plan for a creative activity.  Demonstrates a **full** understanding of:   * the aims of the activity * timescales * resources needed * safety considerations * communication * methodology to be used * feedback. |

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

### Task 2 – Deliver the planned creative activity

Topic Area 4 is assessed in this task.

You need to deliver the creative activity that you have planned.

You **must**:

* introduce the activity
* supervise the activity
* collect feedback from those that took part
* use appropriate communication skills
* ask your teacher to complete a Teacher Observation Record for this task.

Total marks for Task 2: 12 marks

**Task 2 Tips**

* Make sure you are well prepared and have everything you need to deliver the planned creative activity.
* At the start of your delivery, remember to hand out your feedback form (from Task 1) to your audience.

**Topic Area 4: Deliver a creative activity and evaluate your own performance**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| Introduction to the activity is **brief**.  Demonstrates **limited** supervision in the following areas:   * encouraging participation * intervening when necessary * providing support * maintaining safety * keeping to timescales * replenishing resources/materials.   Demonstrates **basic** communication skills. | Introduction to the activity is **adequate**.  Demonstrates **adequate** supervision in the following areas:   * encouraging participation * intervening when necessary * providing support * maintaining safety * keeping to timescales * replenishing resources/materials.   Demonstrates **sound** communication skills. | Introduction to the activity is **effective**.  Demonstrates **effective** supervision in the following areas:   * encouraging participation * intervening when necessary * providing support * maintaining safety * keeping to timescales * replenishing resources/materials.   Demonstrates **effective** communication skills. |

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

### Task 3 – Evaluate your own performance

Topic Area 4 is assessed in this written task.

You now need to evaluate how you planned and delivered your creative activity.

You **must**:

Use feedback and self-reflection, to evaluate your own performance considering:

* strengths and weaknesses of
  + your planning
  + your communication skills
  + how you encouraged participation of the individual/group.
* suggestions for improvements
  + what you would do differently and why.

Total marks for Task 3: 12 marks

**Task 3 Tips**

* Self-reflection means giving your own opinion about your actions.
* Use the feedback you collected to support you when evaluating. You could also use the Teacher Observation Record to help you.
* Remember, when you evaluate, think about what you did well and what you didn’t do so well.

**Topic Area 4: Deliver a creative activity and evaluate your own performance**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| **Basic** evaluation of strengths and weaknesses of:   * planning * communication skills * encouraging participation.   **Limited** suggestions for improvement.  **Limited** use of feedback. | **Sound** evaluation of strengths and weaknesses of:   * planning * communication skills * encouraging participation.   **Adequate** suggestions for improvement.  **Partial** use of feedback. | **Comprehensive** evaluation of strengths and weaknesses of:   * planning * communication skills * encouraging participation.   **Detailed** suggestions for improvement.  **Full** use of feedback. |

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

### Task 4 – Therapies and their benefits

Topic Area 1 is assessed in this task.

The Retirement Home Manager has asked you to recommend **two** therapies suitable for the same individual or group from Task 1.

You **must**:

* Describe the **two** therapies.
* Explain how the **two** therapies benefit the individual or group in relation to PIES.

Total marks for Task 4: 12 marks

**Task 4 Tips**

* Use your own words in your descriptions and explanations.
* If you use information from books, websites or course notes, to support your own descriptions or explanations, make sure it is referenced.
* Consider the needs of the individual or group from Task 1 and consider which therapeutic interventions might be of benefit to them

**Topic Area 1: Therapies and their benefits**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| **Brief** description of the therapies.  **Brief** explanation of the benefits of the therapies in relation to PIES for the individual or group. | **Sound** description of the therapies.  **Sound** explanation of the benefits of the therapies in relation to PIES for the individual or group. | **Comprehensive** description of the therapies.  **Comprehensive** explanation of the benefits of the therapies in relation to PIES for the individual or group. |

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. |

Teacher Observation Record

Please read the **guidance notes** on the following page before completing this form.

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Health and Social Care |
| **Unit number and title:** | R034 |
| Creative and therapeutic activities |
| **Activity observed:** | Task title: Deliver the planned creative activity |
| Task number: 2 |
| **Date activity completed:** |  |
| **Additional evidence attached:** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TEACHER SECTION:** | | | | | | |
| **How did the student complete the activity?**  **Your response must provide details of what the student did and how this relates to the relevant marking criteria.** | | | | | | |
| Skills to be demonstrated | | Teacher observations | | | | |
| Introduce the activity. | |  | | | | |
| Demonstratessupervision in the following areas:   * encourage participation * intervene when necessary * provide support * maintain safety * keep to timescales * replenish resources/materials. | |  | | | | |
| Demonstrate communication skills. | |  | | | | |
| **STUDENT SECTION:** | | | | | | |
| I agree with my teacher’s description of how I completed this activity. | | | | | | Yes ☐ |
| Additional student comments: | | | | | | |
| **Student signature** |  | | **Date:**  **(DD/MM/YYYY)** | |  | |
| **Teacher name:** |  | | | | | |
| **Teacher signature:** |  | | **Date:**  **(DD/MM/YYYY)** |  | | |

Teacher observation record guidance notes

The class teacher and student being observed are responsible for completing this form.

The Teacher Observation Record is used by the teacher to detail their observation of a student completing an activity. In order to provide sufficient evidence, the completed form **must** give contextualised details of what the student did and how this relates to the marking criteria. Simply providing statements from the marking criteria is not acceptable. The evidence provided **must** be individual to the student.

The Teacher Observation Record is also used to show that the student agrees with the teacher’s assessment of this activity.

The information given by the teacher **must** be shared with the student for the student to agree, or otherwise. If the student does not agree with the teacher’s comments and links to the marking criteria, they **must** have the chance to talk about these further with the teacher to reach an agreed outcome **before** the work is submitted for moderation.

Both the teacher and student **must** sign and date the form to provide evidence of this agreement.

Additional evidence of the student completing the activity **must** also be provided with the form. The types of additional evidence that are acceptable are detailed in Task 2

**Teacher observation records must:**

* describe what the teacher observed the student doing
* include how well the activity was completed and the reasons for this evaluation
* include confirmation from the student that they agree with the comments and reasons
* be accompanied by additional evidence as required of Task 2

**Teacher observation records must not:**

* be a simple repeat of the grading criteria
* be completed by anyone but the teacher observing the activity and the student completing the activity
* be written by the student for the teacher to sign
* contain just a list of skills
* be used to evidence the achievement of a whole unit or task in isolation

Template for the plan – Task 1

|  |  |  |
| --- | --- | --- |
| **Student name:** |  | |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Health and Social Care | |
| **Unit number:** | R034 | |
| **Unit title:** | Creative and therapeutic activities | |
|  | **Plan** | **Reasoning** |
| Aims of the Activity |  |  |
| Timescales |  |  |
| Resources Needed |  |  |
| Safety Considerations |  |  |
| Communication |  |  |
| Methodology |  |  |
| Feedback |  |  |