

*Moderators' report*

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KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in  
**Health and Social Care**

**J835**

For first teaching in 2022 | Version 1

**R033-R035 Summer 2023 series**

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## Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Please note, the content for this report is based on candidate work submitted in the June 2023 series and does not include work from the extraordinary autumn submission opportunity. It is possible that not all units are covered within the report, however candidate style work is available for all internally-assessed units on Teach Cambridge and candidate exemplars from the 2023 series will be available from the autumn.

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## Unit R033 General overview

In this unit candidates learnt about life stages and life events and how they impact an individuals in respect of their physical, intellectual, emotional, social and financial development. Candidates also carried out an interview in order to suggest sources of support for an individual based on a specific life event.

All of the centres moderated had used the appropriate set assignment published June 2022. Centres had chosen a mixture of methods for moderation from postal, repository, to Submit for Assessment. When choosing to upload work it would be helpful if the folders by some centres were better organised. However, some centres need to be congratulated on their organisation, when submitted by post or digitally uploaded.

There are still a significant number of clerical errors being seen and this could lead to candidates being given the incorrect grade. Again, there was a mixture of digital and manually completed Unit Recording sheets (URS) and comments varied from centre to centre. The majority were very helpful to the moderation process.

There was clear evidence that some centres had explained fully to their candidates the set assignment, while there was also a limited understanding of the assignment requirements from other candidates, which was reflected in the evidence produced.

### Comments by task

#### Task 1 – Growth and Development through a life stage (Topic area 1 is assessed in this task)

In this task the candidate needs to produce information about the life stage and the factors that have affected an individual. For this series it was Young Adulthood (19-45).

There were a mixture of individuals chosen to focus task 1 on, this ranged from celebrities to family members. However, the correct life stage was not always used and candidates sometimes discussed events that had happened in a different life stage. Another limiting factor is that candidates using celebrities often just gave the life story of the celebrity researched. There should be a description of the growth and development through the life stage (19-45) using Physical, Intellectual, Emotional and Social (PIES). PIES was usually addressed.

Several candidates looked at the life stage leading up to Young Adulthood which is not required; neither is later life. It is expected that for their chosen individual the age should be given, showing when growth and development occurred. Many linked this to the expected norms of development.

If the individual chosen is in the early stage of the life stage given, the candidate does not need to give predictions as to what will happen during the rest of the life stage.

The factors given in the set assignment are the only ones that need to be addressed in the candidates' evidence, but there should be two examples of each given. Several candidates covered all the factors given in the specification but did not focus on how the individual had been affected by two of each of the specified factors.

Factors do not have to be linked to PIES in this marking criterion, but many candidates had, which is acceptable but not given any extra marks. This task was generally completed to a sound level with a few candidates producing comprehensive evidence showing a thorough understanding of the assessment criteria.

### Assessment for learning



Good practice is to choose an individual towards the end of the life stage given in the set assignment. This enables the candidate to look at the growth and development through the whole life stage. Alternatively chose someone beyond the life stage and then reflect to the life stage given for the assignment.

### Assessment for learning



It is good practice to clearly signpost the factors so that the candidate makes sure that they have covered what the assignment asks for.

## Task 2 – Life events and sources of support for individuals (Topic Area 2 and 3 are assessed in this Task)

This task is split into a and b. The candidate is required to speak to an individual who has experienced two life events and is willing to talk about their experience. The individual chosen must be interviewed and the candidate will then produce a report about the impact of one of the two life events and recommend support to meet their needs.

Task 2a focuses on the impact of the life events on the individual.

Two life events need to be described and they should give the life stage in which they occurred. Many candidates omitted the life stage the events occurred in.

It is a mandatory requirement that the Interview Authentication Form (IAF) is submitted with candidates work. This should also be accompanied by the candidate's notes taken during the interview; also a mandatory requirement. For the second part of this criteria the candidate should be focusing on ONE of the life events and considering the impact on the individual in respect of intellectual, Emotional, Social and Financial (PIESF)

Most candidates described two life events but omitted the life stage. However often both life events were then discussed instead of just ONE. Clearer signposting would also make sure that they had covered all PIESF as is the requirement of the grading criteria. Overall candidates addressed impacts when describing the life events. This is assessed in the next criteria. There was confusion for some candidates between impact and need. The life events were generally sound, and evidence could be strengthened by descriptions of the life events being comprehensive by describing how and why the life event happened and the life stage in which it occurred.

When describing the life stages candidates often started to address the next criteria and discussed impacts. This is not required when they are describing the life events. The evidence seen for needs was successful, however the explanation could be improved by being more comprehensive, giving the understanding of the how and why of the life event.

### Misconception



The individual that is chosen for interview does not have to be in the life stage given in the set assignment. This is for Task 1 only. They also do not have to use the same individual they used in Task 1 to interview, but they could if they wanted to. For example, several students chose a member of the family for Task 1 (Mother, Father, Grandparent) and then used them for interview; that is acceptable.

### Task 2b – Research and recommend support to meet individual needs (Topic Area 3 is assessed in this task)

Task 2b -n this task the candidate will research and recommend personalised support to meet the needs of the individual which they detailed as part of Task 2a.

Candidates in the main, researched the sources specified in the set assignment and marking criteria; formal, informal, charities. The evidence was considered sound by most candidates and could be strengthened by addressing all the sources, giving reasons for any that are not applicable. This shows that the candidate has considered all of the sources specified. There were a few occasions when information was brief and referencing limited.

In the second part of this criteria, two pieces of evidence are required. For the first part, there needs to be a justification of how the support meets the needs of the individual (individual used in Task 2a and the needs that were identified). Evidence was mixed and the support was not always justified against the needs, but instead which of the sources they had researched most.

The evidence also required for this criterion is the application of the person-centred values in recommending personalised support. In the main, candidates' evidence was basic and did not address how the candidate would apply person-centred values, but how the practitioners and providers would give the personalised support.

Often the person-centred values (PCVs) were covered generically and not applied to the individual as stated in the set assignment.

### Assessment for learning



Person-centred values are given in R032 of the specification – Topic Area 2 2.1 (Page 16).

### Misconception



Person-centred values were discussed by many candidates from the perspective of the practitioner and provider; however, they should be applied to the individual based on the recommendations made by the candidate.

## Unit R034 General overview

This unit gives the candidate the opportunity to explore the different types of creative and therapeutic activities that are available. Candidates need to plan and deliver their chosen creative activity which meets the needs of the set assignment, evaluate their own performance and discuss therapies and their benefits.

The autumn submission extension that has been offered for this first year of the qualification, has meant that there are fewer entries than normally expected. All the centres moderated had used the appropriate set assignment published in June 2022. Centres had chosen a mixture of methods for moderation from postal, repository, to Submit for Assessment. When choosing to upload work it would be helpful if the folders by some centres were better organised. However, some centres need to be congratulated on their organisation, when submitted by post or digitally uploaded.

There is still a significant number of clerical errors being seen and this could lead to candidates being given the incorrect grade. Again, there was a mixture of digital and manually completed Unit Recording sheets (URS) and comments varied from centre to centre. The majority were very helpful to the moderation process.

There was clear evidence that some centres had explained fully to their candidates the set assignment, while there was also a limited understanding of the assignment requirements from other candidates, which was reflected in the evidence produced.

Centres can choose how to deliver the content of the specification and the assignment, but it is worth noting that tasks are not in order of the topic areas in the specification.

### Comments by Task

#### TASK 1 – Plan a creative activity

For this task, candidates needed to select one creative activity that they want to deliver to an individual or group given in the set assignment, and an explanation of the benefits to the individual or group in terms of PIES of the same creative activity.

The candidate then goes on to complete a plan for their chosen activity, using the specified headings in the marking criteria. There is the opportunity for the candidate to use the template provided in the set assignment or the candidate can produce their own.

Most completed and submitted the template provided, which were comprehensive and addressed all the headings specified. When candidates own plan had been produced these also followed the headings given in the marking criteria. A good understanding of this criteria was shown.

#### Misconception



The task that is planned and delivered must be the same activity that has been chosen initially for the individual or group from the set assignment.

## TASK 2 – Deliver the planned creative activity

The candidate should be observed introducing the activity, and will demonstrate the specified criteria set out in the marking criteria and make use of their communication skills. This criterion requires the Teacher Observation Record (TOR) to be completed individually for every candidate and submitted with their work. This is a mandatory requirement. The comments on the TOR support the marks given for this assessment against the criteria. It should also be signed by the candidate, and they can give extra comments on the same form.

## TASK 3 – Evaluate your own performance

In this task, the candidate needs to evaluate how they planned and delivered the creative activity. They should use feedback and self-reflection, considering planning, communication skills and how they encouraged participation of the chosen individual or group. There should be suggestions for improvements, stating what they would do differently and why.

Most candidates' evidence was sound when covering strengths and weaknesses, and most covered PCE as given in the marking grid. There was also limited and adequate evidence for suggestions for improvement but not why. Feedback was used by some students from their individual or group, but few used the TOR in their feedback; if they did, they repeated what was said in the TOR but not how they would use it when evaluating their own performance.

## TASK 4 – Therapies and their benefits (Topic Area 1 is assessed in this task)

In this task the candidates describe two therapies suitable for the same individual or group from Task 1 and explained how the two therapies benefit the individual or group from Task 1 in relation to PIES.

The description of the therapies was successful but often it was not related to the individual or group from Task 1 and evidence was generic for the benefits of the therapies.

### Misconception



The two therapies should be suitable for the same individual or group from Task 1.  
The same individual/group should be used throughout the set assignment to meet the assessment criteria.

### Assessment for learning



In Task 4 the benefits should not be generic to the therapies but to the individual or group from Task 1 and the benefits should be related to PIES.



## Unit R035 General overview

For this unit candidates researched specific health challenges given in the set assignment, the approach used to encourage health and well-being and the importance of this to society. They addressed the factors affecting a healthy lifestyle so that a campaign could be planned and delivered to a target audience to lead a healthier lifestyle. Candidates also evaluated their campaign.

All the centres moderated had used the appropriate set assignment published in June 2022. Centres had chosen a mixture of methods for moderation from postal, repository, to Submit for Assessment. When choosing to upload work it would be helpful if the folders by some centres were better organised. However, some centres need to be congratulated on their organisation, when submitted by post or digitally uploaded.

There is still a significant number of clerical errors being seen and this could lead to candidates being given the incorrect grade. Again, there was a mixture of digital and manually completed Unit Recording sheets (URS) and comments varied from centre to centre. The majority were very helpful to the moderation process.

There was clear evidence that some centres had explained fully to their candidates the set assignment, while there was also a limited understanding of the assignment requirements from other candidates, which was reflected in the evidence produced.

### Comments by Task

#### Task 1 (covers Tasks 1a and 1b) Choose your public health challenge and campaign.

This task is split into Tasks 1a and 1b.

For Task 1a, candidates were required to choose one public health challenge given in the set assignment, explained why it has been chosen for the public health challenge and explain why it is important to society to address this.

For Task 1b, candidates were required to produce information on the health promotion campaign they propose to deliver. They should be using the public health challenge they choose in Task 1a. Identifying the target audience.

#### Task 1a – Choose a public health challenge (Topic area one is addressed in this task)

For this task, candidates chose one public health challenge, from those specified in the set assignment. The criteria are in two parts; an explanation of the reason for their choice of the public health challenge and an understanding of why addressing this challenge is important to a healthy society. They should refer to the 4 areas of content in the specification. Work overall was sound; however, several candidates discussed numerous challenges rather than focusing on the one for their campaign, which is not necessary. Also, factors were often addressed as 'reasons' but this is not needed in task 1 as is part of task 2b. Reasons and understanding of why the challenge is important to a healthy society were often similar, it should be reasons for choice and then demonstrating an understanding of why they are important on society.

## Task 1b – Choose your health promotion campaign (Topic Areas 1 and 2 are assessed in this task)

In Task 1b the candidates identified the target audience, explained the factors that could influence the health and well-being of their target audience and in the same criteria explained the barriers to leading to a healthy lifestyle. Factors and barriers should both be for the same target audience that they have identified. Often factors and barriers were repeated. Clearer signposting would help address this. In this task they also explained the benefits of following the advice of the health promotion campaign on the target audience. Many candidates omitted the target audience and addressed PIES generically. For many candidates there was no clear understanding of factors, barriers, or benefits to the chosen target audience.

### Assessment for learning



Some candidates did excessive work for these criteria covering all the factors, barriers and benefits given in the specification (often generic). The expectation is that there should be a minimum of at least two and they should be related to their chosen campaign.

## Task 2 – Plan your health promotion campaign (Topic area 3 is assessed in this task)

For this task, candidates needed to produce a plan for their chosen health promotion campaign.

Candidates completed a plan for their chosen health promotion campaign using the specified headings in the marking criteria. There was the opportunity for the candidates to use the template provided in the set assignment or the candidates can produce their own.

Most completed and submitted the template provided, which was comprehensive and addressed all the headings specified. When candidates' own plan had been produced, these also followed the headings given in the marking criteria. A good understanding of this criteria was shown. All candidates submitted a plan for the health promotion campaign.

## Task 3 – Deliver your health promotion campaign (Topic Area 4 is assessed in this task)

The candidates were observed introducing the public health campaign, demonstrating their communication skills and were assessed on the overall delivery of the health promotion campaign. This criterion requires the Teacher Observation Record (TOR) to be completed individually for every candidate and submitted with their work. This is a mandatory requirement. The comments on the TOR support the marks awarded. It should also be signed by the candidate, and they can give extra comments on the same form.

Candidates provided supporting evidence of what they had used in their campaigns, and it was interesting to see the variety of ways that they had delivered their campaigns. There was some excellent work.

### Misconception



Task 2 and 3 should be planned and delivered for the health promotion campaign identified from the health challenge in Task 1b and for the same target audience

The same challenge and health promotion campaign should be used for all the assessment criteria and tasks given in the set assignment.

### Task – 4 Evaluate your own performance (Topic Area 4 is assessed in this task)

In this task, candidates needed to evaluate their performance when they delivered the health promotion campaign. They will use feedback and self-reflection, consider planning, communication skills and how they engaged individuals. There should be suggestions for improvements, explaining what they would do differently and why.

Most candidates' evidence was sound when covering strengths and weaknesses and most covered PCE as given in the marking grid. There were also limited and adequate evidence for suggestions for improvement, but reasons why were not provided, which is needed. Feedback was used by some candidates from their target audience. Several different methods of feedback were seen however they did not always meet the methods given in the planning.

A few candidates used the TOR in their feedback. If they did, they repeated what was said in the TOR, but not how they would use it when evaluating their own performance, and to further support their evidence given in the evaluation.

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