HEALTH AND SOCIAL CARE

Moderators' report

INCLUDED ON THE
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 2024 series

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Cambridge Nationals

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Contents

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Introduction

Our 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 comment on the quality of centre assessment decisions against individual Learning Objectives. The 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 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.

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Please note, the content for this report is based on candidate work submitted in the June 2024 series. It is possible that not all units are covered within the report, however candidate style work and candidate exemplars from the 2023 series are available for all internally-assessed units on Teach Cambridge.

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Unit R033 General overview

In this mandatory unit candidates learnt about physical, intellectual, emotional and social (PIES) aspects of growth and development across the life stages and applied their learning to consider the PIES development of a person of their choice. Candidates also carried out an interview with an individual on two life events they experienced and how they had an impact on individuals physically, intellectually, emotionally, socially and financially (PIESF). Needs are identified from the impacts and research carried out to suggest sources of support to meet the needs and then the student explains how they applied person-centred values when recommending the support researched.

Nearly all centres used the appropriate set assignment published June 2023. A few centres had used the incorrect assignment. It is important that the correct assignment is used. They are released onto Teach Cambridge on 1ˢᵗ June each year and the previous assignment is removed. Both postal and digital methods of moderation were used with Submit for Assessment (SFA) the favoured choice by centres. Some uploaded files were not well organised which added to moderator workloads.

Where postal submission was chosen, some centres sent loose leafed work, or the work was not collated correctly, sometimes upside down and back to front. Postal submission could be organised and it is helpful to the moderator if they are hole punched, and treasury tagged. However, some centres need to be congratulated on their organisation across both methods of moderation submissions.

Clerical errors remain an issue, and this can lead to candidates being given the incorrect grade. Both digital and manual Unit Recording Sheets (URS) were used, and the level of detail of the comments varied from centre to centre. Most centre comments were very helpful to the moderation process as they gave a clear understanding of why the marks had been given.

It was evident from the work seen that most centres had explained the set assignment to the candidates fully, as their evidence showed they had a good understanding of the requirements of the assignment. A limited understanding was shown by some candidates and was reflected in the evidence produced.

OCR support

> ⓘ   If you choose to use Submit for Assessment please refer to the information on how to use this service which is available on our website. You can also find information on presentation and submission of coursework in JCQ guidance for conducting coursework section 3.

Comments by task

Task 1 – Growth and development through a life stage

For this task, the assignment requires candidates to use PIES to describe the milestones (norms) of growth and development of an individual during a given life stage, and also how the factors in the assignment have affected them in this life stage. The description of the milestones should reflect the content in TA1.1.2 of the specification, relevant to the life stage in the assignment. For the set assignment issued June 2023 (assessed in January and June 2024 series) the life stage was adolescence (11-18 years).

In this series we saw fewer candidates choosing well-known people than seen in previous series. Many had chosen family members and a few candidates had used themselves. For the description of the milestones of growth and development that the individual has experienced during the life stage in the main we saw the correct life stage had been used. What was seen was where individuals chosen were in the earlier years of the life stage some candidates gave predictions about what might happen in the remaining years. However, this is not needed. There were also a few candidates that did not use PIES in their descriptions.

Also, some candidates did not always give when in the life stage milestones (norms) of growth and development occurred. This was particularly evident in candidates who had chosen well-known people. This evidence was often the life story of the chosen celebrity/famous person and did not meet the assessment criteria.

The second part of the criteria requires the candidate to use the same individual and explain how the growth and development has been affected by the factors given in the set assignment which for this series were emotional, social and physical. Candidates do not need to include evidence for any other factors; only those given in the assignment should be addressed. There should be two examples of each factor given in the candidate's evidence. A few candidates gave generic information about the factors and they did not focus on how the individual had been affected by these.

Most candidates linked the evidence on factors to PIES, even though factors don't need to include PIES as they are not a requirement of this criteria. This task was generally completed by most candidates to a sound level with a few candidates producing comprehensive evidence showing a thorough understanding of the assessment criteria.

> **OCR support**
>
> i   Refer to the assessment guidance in the specification for R033 when students are choosing their individual for Task 1. Here it says that *you must check that the person chosen is appropriate to enable students to access all the marking criteria*. Consider whether the candidates will be able to find information on milestones of growth and development to meet Topic Area 1.1.2 of the specification.

Assessment for learning

When writing about the growth and development of the individual in Task 1 the examples of milestones (or norms) should relate to the content given in Topic Area 1.1.2 of the specification (PIES development across the life stages).

This could be done by students writing flashcards for each of the PIES areas and giving a definition and/or example, e.g. intellectual – language development; in adolescence our ability to listen improves and we can engage for longer. We are more able to communicate effectively as our vocabulary continues to grow.

This provides students with an example that could be applied to their chosen person as part of their description of their growth and development.

Task 2 – Life events and sources of support for individuals

This task is split into Tasks 2a and 2b. The candidate is required to interview an individual who has the experience of two life events and are willing to talk about the experiences. From the interview the assignment asks candidate to produce a report describing two life events experienced by the individual and the life stage when they happened and then focus on one of the two life events and the impacts and the resulting needs. Research is then carried out to recommend support to meet the needs. After justifying the support candidates will apply person-centred values in recommending personalised support.

Task 2a – Impact of life events on individuals

For the first part of Task 2a candidates describe the two life events given in the interview including the life stage when they happened. The life events can be expected or unexpected and be a result of a physical event, a relationship change or a change in life circumstances (see TA 2.1.1).

The inclusion of a signed Interview Authentication Form (IAF) and candidates' redacted notes are a mandatory requirement. Although most centres included the signed IAF with the sampled work, notes from the interview were often not included. A few candidates had used their notes as the report rather than drawing from their notes to write their report which is what is required to meet the assessment criteria.

For the second part of Task 2a the candidate should focus on **one** of the two life events and consider the physical, intellectual, emotional, social and financial (PIESF) impacts on the individual at the time it occurred . Most candidates described two life events but did not include the life stage.

A few candidates continued to write about the impacts of both life events which is not required. They should be focusing on one. The impacts of the life event on PIESF should be considered and if one area of PIESF has not been impacted by the life event then candidates should explain why. The evidence seen for this task was generally sound but could be strengthened by describing how and why the life event happened and the life stage in which it occurred.

Following on from the impacts of the life event candidates should explain the needs the individual has from the event. Some candidates addressed the needs in the evidence for the impacts criteria. This evidence from some candidates was muddled, and in the work of some candidates there was a repetition of evidence.

Needs in the main were addressed, however, the explanation could be strengthened of the how and why from the impact of the life event. A minimum of two needs are required to meet the assessment criteria.

Misconception
?   There is a misconception that the individual chosen for Task 1 and Task 2 must be the same. The individual that is chosen for the interview in Task 2 does not have to be the same person chosen for Task 1 or in the life stage given in the set assignment.   However if candidates want to use the same individual they used in Task 1 to do their interview in Task 2, this is acceptable. For example, several students chose a member of the family for Task 1 (mother, father, sibling, grandfather) and then used them for their interview.

Misconception
?   There is a misconception that different people can be used for Tasks 2a and 2b. For Task 2 the individual that is interviewed is used throughout the assignment. For example, one of their life events – impacts-needs-support-application of person-centred values are all for the same individual.

Task 2b – Research and recommended support to meet individual needs

In Task 2b the candidate will research and recommend support to meet the needs of the individuals identified in Task 2a. The candidate will also include how they have applied person-centred values when recommending personalised support from their research.

Most candidates researched the sources specified in Task 2b and the grading criteria: formal, informal and charities. A few candidates had commented on support that had been received when the life event happened, however they are only required to research what sources of support are available to support the needs identified. Referencing should be within the body, instead of a bibliography at the end of the work, as it forms part of this criteria.

For the latter part of the criteria two pieces of evidence are required, justification of the choices of support, including how practitioners/care givers support meets the needs of the individual and how the candidate has applied person-centred values.

Evidence submitted was awarded across the mark bands however a few candidates gave generic information and did not justify the choices of support against the needs of the individual.

The last part of the criteria requires the candidate to apply person-centre values when recommending personalised support. This is still the least successful section of evidence submitted by most candidates. Instead of addressing how they have applied person-centred values they are giving how the practitioners and providers would apply them.

More candidates are showing understanding of this criteria, and this was evident in some of the work produced. This demonstrates that at these centres the assignment is understood. However, there is still misunderstanding by some centres and in some evidence the information produced addressed how the practitioners and providers would give the personalised support.

Misconception

There is a misconception that in Task 2b the person-centred values are applied from the perspective of the sources of support and practitioners. To meet the requirements of the assessment students demonstrate that they understand the purpose of person-centred values by saying how **they** applied them when recommending support to meet the needs of the individual.

Assessment for learning

Use [ExamBuilder](#) to build topic tests on person-centred values from the legacy Cambridge National Health and Social Care specification. This will help to introduce students to a variety of questions relating to person-centred values to which they can apply their knowledge. Although some questions relate to Early Years care values, you might be able to use these depending on the context of the question.

When you have practised some questions you can move on to use a variety of case studies and along with the list of person-centred values from R032 students explain how they would apply the person-centred values to the case studies when recommending support.

Unit R034 General overview

The candidate is given the opportunity to explore different types of creative and therapeutic activities that are available. Candidates need to plan and deliver their chosen creative activity. They must evaluate their own performance and discuss therapies and their benefits to the same individual or group from Task 1.

The majority of centres had used the correct set assignment which is dated June 2024. There were a few centres who used the incorrect assignment. It is important that the correct assignment is used. They are released onto Teach Cambridge on 1st June each year and the previous assignment is removed. Both postal and digital methods of moderation were used. If you choose to submit using [SFA](#) please refer to the information on the website to make sure the correct file formats are used as some uploaded files were not well organised. However, some centres need to be congratulated on their submissions either by post or Submit for Assessment.

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 but there is still a significant number of clerical errors being seen and this could lead to candidates being given the incorrect grade.

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

Comments by task

Task 1 – Plan a creative activity

The candidate needs to select one creative activity that they want to deliver to an individual or group as given in the set assignment, middle adulthood 46-65 who attend a support centre, explaining the benefits (a minimum of two benefits are required) to the individual or group in terms of PIES (this must be for the same activity throughout)

The activity is planned, using the specified headings in the marking criteria and set assignment. There is a template provided in the set assignment that covers all the listed headings from the criteria. It is not a mandatory requirement that the template is used, if not, all the headings should still be addressed from the assessment criteria.

In some cases we saw candidates explaining the factors affecting the choice of activity linked to a support group for a specific need for example a disability or bereavement support. This is not required. Candidates should be looking at the age group and the fact it is a support group without defining specifics. Signposting would also give more clarity to this assessment criteria.

There was mixed evidence submitted for the benefits of the chosen activity. Some benefits were not clearly signposted which hinders the moderation process, and some candidates had addressed all PIES for each benefit. It should be noted that it isn't a requirement to cover all PIES for each benefit. This can be addressed across the benefits.

Most candidates chose and planned activities suitable for the setting and age range given in the assignment. The majority of the candidates used the OCR template and these were comprehensive addressing all the specified headings. Candidates who produced their own templates for the plan, including all sections as listed in the assignment, also produced comprehensive detail. Overall there was a good understanding of this criteria by all centres and candidates. To further strength this evidence the reasoning in the plans requires more detail.

Misconception

?

In this series there was a misconception that the support group required a focus or identified need to meet the criteria. For example, saying that the support group was to help people who are suffering bereavement. However, this was not required.

The assignment wanted candidates to select a creative activity that could be offered by the support centre to the age of the group/individuals that provides something to do while engaging with others who have a shared lived experience.

The individual/group and setting given in the scenario should be used throughout the set assignment to meet the assessment criteria.

Assessment for learning

Examples of creative activities and their benefits are given in TA2.1 of the specification.

As factors and benefits are both plurals, at least two factors and two benefits should be given.

Most candidates had addressed all PIES, but it is not a requirement as the criteria asks for evidence 'in terms of PIES' for the activity they have chosen.

Where there is no benefit to an aspect of PIES, this can be stated in the work.

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 grid 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. It should also be signed by the candidate, and they can give extra comments on the same form. This is a mandatory requirement. The comments on the TOR support the marks given for this assessment against the criteria. The TOR can also be used by the candidate in their evaluation. Most centres included the TOR, however the candidate did not always sign them.

OCR support
i Please read the guidance notes in the live assignment before the observation record is completed. The class teacher and student being observed are responsible for completing the observation record. In the guidance notes it says that the 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*'.

Task 3 – Evaluate your own performance

In this task, candidates evaluate how they planned and delivered the creative activity. They should make use of all feedback gathered, the Teacher Observation Record and self-reflection in their evaluation. Candidates should consider their planning, communication skills and how they encouraged participation of the chosen individual or group. There should also be suggestions for any improvements they could make, explaining what they would do differently and why.

Most candidates' evidence included all the requirements of the assessment criteria. Some candidates used the feedback gained from their individual or group but there were some that hadn't used the feedback from the observation record in their evaluations. Instead candidates just repeated what was observed not how they would use it to evaluate their performance and meet the assessment criteria. In some instances evidence in the evaluations was limited.

Task 4 – Therapies and their benefits

Candidates need to describe two therapies suitable for the same individual or group from Task 1 and explain how the two therapies and an explanation of the benefits to the individual or group from Task 1 in relation to PIES.

Most candidates gave a sound description of the therapies. Often the evidence for the benefits (a minimum of two benefits are required) was generic and did not relate to the individual or group. A few candidates produced comprehensive work showing clearly by the use of signposting how the individual or group benefited in relation to PIES. It was encouraging to see a range of therapies chosen to meet the first part of the task.

Misconception
? The two therapies should be suitable for the same individual or group from the scenario and Task 1.

Assessment for learning

In Task 4 the benefits (minimum of two as it is a plural) should not be generic to the therapies but to the same individual or group from the scenario/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, with reasons for their choice of public health challenge. An understanding of why addressing this public health challenge is important to a healthy society.

A target audience was identified addressing factors that could influence the target audiences health and well-being, barriers to leading a healthy lifestyle and the benefits of following the advice of the health promotion campaign on the target audience in terms of PIES. They produced a plan for their chosen public health campaign, delivering it to their target group and then evaluating their public health campaign.

Most centres moderated apart had used the appropriate set assignment published in June 2023. Candidates had to choose either alcohol consumption or physical activity. Centres had chosen both methods of moderation from postal and Submit for Assessment. When choosing to upload work is helpful for the folders/files to be well organised as this aids the moderation process. Some centres uploaded evidence was not well organised. However, some centres need to be congratulated on their organisation.

There is still a significant number of clerical errors and this could lead to candidates being given the incorrect grade. Centres should thoroughly check the details on the forms before submitting. Again, there was a mixture of digital and manually completed Unit Recording Sheets (URS) and the level of detail of the comments varied from centre to centre. The majority were very helpful to the moderation process.

This unit was the most popular of the NEA optional units in this moderation series. In the main the evidence met the set assignment and the grading criteria. Supporting evidence of carrying out of the public health campaign had been included by most candidates and while this is not a requirement it puts the candidates work into perspective and how much hard work had been put into the delivery of some of the public health campaigns. They were a pleasure to moderate.

Comments by task

Task 1 – 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, explain 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 chose in Task 1a, identifying the target audience, and looking at factors, barriers and benefits.

Task 1a – Choose a public health challenge

In Task 1a, candidates chose one public health challenge from alcohol consumption or physical activity. The criteria they needed to meet is in two parts: an explanation of the reason for their public health challenge and an understanding of why addressing this challenge is important to a healthy society. There should be reference to the four areas of content given in the specification. Evidence submitted was mainly sound, there was a tendency by a few candidates to discuss several public health challenges rather than focusing on the one they have chosen for their campaign.

Reasons for choice and understanding of why the challenge is important to healthy society were not always clear. This could be strengthened by signposting for example reason 1, reason 2.

This was muddled by some candidates and did not show a clear understanding. We saw some sound reasons for choice, but there was limited evidence from most candidates on the importance to a healthy society. A few candidates produced some excellent work comprehensively addressing all the assessment criteria showing excellent knowledge and understanding.

Task 1b – Choose your health promotion campaign

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. To strengthen the work factors that influence are usually considered positive and barriers are usually negative. This is one of the areas that was muddled and again signposting of each would give a clearer structure to the evidence. Likewise, when explaining the benefits this is in terms of PIES. Work produced by most candidates was sound to comprehensive.

Assessment for learning

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

OCR support

The set assignment requires the target audience to be addressed for factors, barriers and benefits. The current assignment criteria has the target audience omitted for barriers. This has been rectified in the assignment released 1st June 2024 (for the January and June 2025 series). Use the new specification version 4.

Task 2 – Plan your health promotion campaign

The public health campaign was planned, using the specified headings in the marking criteria and set assignment. There is a template provided in the set assignment that covers all the listed headings from the criteria. It is not a mandatory requirement that the template is used, if not used all the sections listed in the task should still be addressed.

For this series most of the candidates used the OCR template and were comprehensive addressing all the specified headings. Candidates who produced their own plan also followed the headings given in the marking grid. To further strength this evidence the reasoning in the plans requires more detail. Overall, there was a good understanding of this criteria by all centres and candidates.

Task 3 – Deliver your health promotion campaign

The candidate should be observed introducing the activity and will demonstrate the specified criteria set out in the marking grid 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. The TOR can also be used by the candidate in their evaluation. Most centres included the TOR however they were not always signed by the candidate.

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.

OCR support

Please read the guidance notes in the live assignment before the observation record is completed. The class teacher and student being observed are responsible for completing the observation record. In the guidance notes it says that the 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*'.

Task 4 – Evaluate your own performance

In this task, the candidate needs to evaluate how they planned and delivered the public health campaign. 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 submitted sound evidence when covering strengths and weakness and most attempted to cover planning, communication and encouragement as the requirement of the assessment criteria. Evidence was limited and adequate for suggestion for improvement by most candidates, the work could be strengthened by giving the why and including clearer signposting. Some candidates used the feedback gained from their individual or group but very few used the TOR feedback in their evaluation, when it was used candidates just repeated what was observed but not how they would use it to evaluate their performance and meet the assessment criteria.

Assessment for learning
Methods of feedback given in the planning should be the same methods used when collecting the feedback from the target audience.

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