

Health and Social Care

OCR J811/J821 Unit R027 Level 1/Level 2

Cambridge Nationals Certificate/Diploma in Health and Social Care

Unit Recording Sheet

| | | | | | | | | | | |
|---|--|---|--|--|------------------|------|-------------------------|------------|-------------|-----------------|
| Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate. | | | | | | | | | | |
| Unit Title | Creative activities to support individuals in a health, social care and early years setting | | | | Unit Code | R027 | Session | Jan / June | Year | 2 0 |
| Centre Name | | | | | | | Centre Number | | | |
| Candidate Name | | | | | | | Candidate Number | | | |
| Criteria | | | | | | | Teacher Comments | | Mark | Page No. |
| LO1: Understand the different types of creative activities available in health, social care and early years settings ¹ | | | | | | | | | | |
| MB1: 1 - 4 marks | | MB2: 5 - 8 marks | | MB3: 9 - 12 marks | | | | | | |
| Provides a basic description of the different types of creative activities with limited explanation about how these meet the needs of different groups. | | Provides a clear description of the different types of creative activities with relevant explanation about how they meet the needs of different groups. | | Provides a detailed description of the different types of creative activities, with thorough explanation about how they meet the needs of different groups. | | | | | | |
| There is limited use of examples to illustrate practical understanding. There will be simple information about the limited range of activities included. | | There is sound use of examples to illustrate practical understanding for some of the different creative activities. There will be clear information about the range of activities included. | | There is effective use of examples to illustrate practical understanding for most of the different creative activities. There will be detailed information about the wide range of activities included. | | | | | | |
| There will be some errors in spelling, punctuation and grammar. | | There will be minor errors in spelling, punctuation and grammar. | | There will be few , if any, errors in spelling, punctuation and grammar. | | | | | | |
| [1 2 3 4] | | [5 6 7 8] | | [9 10 11 12] | | | | | | |

| Criteria | | | Teacher Comments | Mark | Page No. |
|--|---|--|------------------|------|----------|
| LO2: Understand the benefits of participating in creative activities ² | | | | | |
| MB1: 1 - 4 marks | MB2: 5 - 7 marks | MB3: 8 - 10 marks | | | |
| Demonstrates a basic understanding of the benefits of participating in creative activities. Provides limited information, with few appropriate examples, about the types of creative activity and their purpose. [1 2 3 4] | Demonstrates a sound understanding of the benefits of participating in creative activities. Provides clear information, with some appropriate examples, about the types of creative activities and their purpose. [5 6 7] | Demonstrates a thorough understanding of the benefits of participating in creative activities. Provides detailed and coherent information, with appropriate examples, about the types of creative activities and their purpose. [8 9 10] | | | |
| MB1: 1 - 4 marks | MB2: 5 - 7 marks | MB3: 8 - 10 marks | | | |
| Few basic links are made between different types of creative activities and relevant P.I.L.E.S benefits to the individual or group in a care setting. [1 2 3 4] | Some links are made between different types of creative activities and the relevant P.I.L.E.S benefits to the individual or group in a care setting. [5 6 7] | Clear links are made between the different types of creative activities and the relevant P.I.L.E.S benefits to the individual or group participating in activity in a care setting. [8 9 10] | | | |

| LO3: Be able to carry out creative activities in a health, social care or early years setting ^{3 4} | | | | |
|---|---|---|--|--|
| MB1: 1 - 3 marks | MB2: 4 - 6 marks | MB3: 7 - 8 marks | | |
| <p>Produces a basic plan for a creative activity, providing a simple solution to meet the individual/group needs. Demonstrates a limited understanding of what the objective of the creative activity is, with few success measures. May need guidance and support to produce the plan.</p> <p>A limited explanation is given for why the activity chosen may be suitable for the individual or group.</p> <p style="text-align: right;">[1 2 3]</p> | <p>Produces a clear plan for a creative activity, providing a sound solution to meet the individual/group needs. Demonstrates a thorough understanding of what the objective of the creative activity is, with clear success measures.</p> <p>Relevant explanation is given for why the activity has been chosen and is suitable for the individual or group.</p> <p style="text-align: right;">[4 5 6]</p> | <p>Produces a comprehensive plan for a creative activity, providing a sound solution, which shows originality and creativity, to meet the individual/ group needs. Demonstrates a comprehensive understanding of what the objective of the creative activity is, with clear success measures.</p> <p>Detailed explanation with justification is given for why the activity chosen is suitable for the individual or group.</p> <p style="text-align: right;">[7 8]</p> | | |
| MB1: 1 - 4 marks | MB2: 5 - 8 marks | MB3: 9 - 12 marks | | |
| <p>Demonstrates limited consideration of health and safety issues. There may be a simple explanation of how to protect individuals from harm.</p> <p>Carries out a simple activity. There may be limited structure.</p> <p>Demonstrates a limited confidence when delivering the creative activity and may need guidance and support to complete.</p> <p style="text-align: right;">[1 2 3 4]</p> | <p>Demonstrates sound consideration of health and safety issues with some explanation for their choices. There will be a clear explanation of how to protect individuals from harm</p> <p>Carries out an appropriate creative activity, which is structured and mostly follows to time.</p> <p>Confidently delivers the creative activity, with no support necessary.</p> <p style="text-align: right;">[5 6 7 8]</p> | <p>Demonstrates comprehensive consideration of health and safety issues with detailed explanation for their choices. There will be a thorough explanation of how to protect individuals from harm.</p> <p>Carries out a well structured creative activity effectively, which meets time requirements.</p> <p>Confidently and effectively delivers the creative activity, engaging their participants and adapting to ensure that the individuals/groups needs are met.</p> <p style="text-align: right;">[9 10 11 12]</p> | | |

| MB1: 1 - 3 marks | | MB2: 4 - 6 marks | | MB3: 7 - 8 marks | | | | | |
|--|--|---|------------|---|----------|--|--|--|--|
| A basic review of the activity is included which may give limited suggestions for improvement. | | A review of the activity is included with some relevant suggestions for improvements. | | A thorough review of the activity is included which gives relevant suggestions for improvements with justification for these changes. | | | | | |
| Draws upon limited skills/knowledge/understanding from other units in the specification. | | Draws upon some relevant skills/knowledge/understanding from other units in the specification. | | Clearly draws upon relevant skills/knowledge/understanding from other units in the specification. | | | | | |
| [1 2 3] | | [4 5 6] | | [7 8] | | | | | |
| Total/ | | | | | | | | | |
| If this is a re-sit, please tick | | Session and Year of previous submission | Jan / June | 2 | 0 | | Please tick to indicate this work has been standardised internally | | |

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.