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| **OCR Level 1/Level 2 Cambridge National in** **Health and Social Care** |
| Qualification J835  Unit R034 |
| Unit Recording Sheet |

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| Please read the instructions printed at the end of this form. A Unit Recording Sheet must be completed for each candidate and unit. | | | | | | | | | |
| Unit Title | | Creative and therapeutic activities | | | | Unit Code | R034 | Session | Choose an item. | Year | 2 | 0 |  | | |  |
| Scenario Title | | |  | | | | | | | | | | | | | |
| Centre Name | | |  | | | | | | Centre Number | |  | | | | | |
| Candidate Name | | |  | | | | | | Candidate Number | |  | | | | | |
| Marking Criteria | | | | | | | Teacher Comments | | | | Mark | | Page No. | | |
| **Task 1 – 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.  **[1 2 3 4]** | | | **Sound** explanation of the factors affecting the choice of activity.  **Sound** explanation of the benefits to the individual or group in terms of PIES.  **[5 6 7 8]** | **Comprehensive** explanation of the factors affecting the choice of activity.  **Comprehensive** explanation of the benefits to the individual or group in terms of PIES.  **[9 10 11 12]** | | |
| **/12** | | |
| Marking Criteria | | | | | | | Teacher Comments | | | | Mark | | | Page  No. | |
| **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.  **[1 2 3 4]** | | | 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.  **[5 6 7 8]** | 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.  **[9 10 11 12]** | | |
| **/12** | |

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| **Task 2 – 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.  **[1 2 3 4]** | 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.  **[5 6 7 8]** | 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.  **[9 10 11 12]** |
| **/12** |
| Marking Criteria | | | Teacher Comments | Mark | Page  No. |
| **Task 3 – 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.  **[1 2 3 4]** | **Sound** evaluation of strengths and weaknesses of:  • planning  • communication skills  • encouraging participation.  **Adequate** suggestions for improvement.  **Partial** use of feedback.  **[5 6 7 8]** | **Comprehensive** evaluation of strengths and weaknesses of:  • planning  • communication skills  • encouraging participation.  **Detailed** suggestions for improvement.  **Full** use of feedback.  **[9 10 11 12]** |
| **/12** |

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| **Task 4 – 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.  **[1 2 3 4]** | **Sound** description of the therapies.  **Sound** explanation of the benefits of the therapies in relation to PIES for the individual or group.  **[5 6 7 8]** | **Comprehensive** description of the therapies.  **Comprehensive** explanation of the benefits of the therapies in relation to PIES for the individual or group.  **[9 10 11 12]** |
| **/12** |
| **Total** | | | | /**60** |  |

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| Please tick to confirm 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](http://www.ocr.org.uk)).   
A Centre Authentication form (CCS160) **must** be completed for each submission to the moderator. This **must** be held in your centre to be available on request at centre inspection.

Guidance on Completion of this Form

1 One form should be used for every candidate.

2 Please make sure that all parts 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/highlight the mark awarded for each strand of the marking criteria in the appropriate box.

5 Enter the circled/highlighted mark in the 'Mark' column.

6 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

7 For Paper-based submissions, one of these sheets, suitably completed, should be attached to the assessed work of each candidate.

8 For Electronic Internal submissions, prior to submitting ‘candidate evidence’ to OCR (via the Repository/SfA or via a USB), the Centre should add a separate folder containing the Unit Recording Sheets.