HEALTH AND SOCIAL CARE

INCLUDED ON THE
KS4 PERFORMANCE TABLES

Specification

Cambridge OCR Level 1/Level 2

Cambridge National in
Health and Social Care

J835

Version 7 (First teaching September 2022)

ocr.org.uk/cambridgenationals

Cambridge Nationals

CAMBRIDGE OCR

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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Specification updates

Key changes have been listed below:

Section	Change	Version and date Issue
Qualification overview Section 6.1.1: Centre and teacher/ assessor responsibilities Section 6.2: Requirements and guidance for delivering and marking the OCR-set assignments Section 6.3: Feedback Section 6.4.4: Reattempting work before submitting marks to OCR	Updated to clarify information relating to NEA resubmissions.	Version 2 (May 2022)
Section 6.3.6: Teacher Observation Records	Updated information on location of the Teacher Observation Records.	
Section 6.5: Moderating NEA units	Updated information on how to submit moderated units.	
Section 6.6: Resubmitting moderated work to OCR to improve the grade Section 6.7: Recording feedback and decisions	New sections added to clarify information relating to NEA resubmissions.	
Section 7: Administration	Updated information to clarify administrative arrangements.	
Appendix A: Guidance for the production of electronic evidence	Updated information related to 'Submit for Assessment'.	
All	Weblinks updated.	
Section 2.1: Qualification overview	Updated to clarify information relating to Availability and Assessment method/model.	Version 3 (August 2023)
Section 3.2: Language	Updated to clarify this qualification is available in English only and all candidate work must be in English.	
Section 3.3: Availability	New section added to clarify qualification is not available in Wales or Northern Ireland.	
Section 4.3: Unit R033: Supporting individuals through life events	Assessment guidance for **Task 2b**, an additional bullet point has been added 'Person-centred values should be chosen from those listed in R032'.	
Section 6.1.1 Centre and teacher/ assessor responsibilities	Updated to clarify information relating to the availability of sample assessment material for practice purposes.	

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Section	Change	Version and date Issue
Section 6.1.1 Centre and teacher/ assessor responsibilities Section 6.2 Requirements and guidance for delivering and marking the OCR set assignments. Section 6.2.1 Ways to authenticate work Section 6.2.2 Plagiarism	Updated to include information relating to AI Use in Assessments	Version 3 (August 2023)
Section 6.2 Requirements and guidance for delivering and marking the OCR set assignments	Updated to clarify information relating to availability of live assignments and making entries.	
Section 7.5.2 Making final unit entries	Updated to clarify information about making unit entries.	
Appendix A	Updated standard file formats table	
2.1 Qualification at a glance	Updated information on terminal assessment and exam resits	Version 4 May 2024
4.1.1 Terminal Assessment Rule	New section added to provide information on the terminal assessment rule	
5.1 Overview of the assessment	Updated to clarify the terminal rule	
6.3.7 Presentation of the final piece of work	Updated information on submission of work for moderation	
7.2 Collecting evidence of student performance to ensure resilience in the qualifications system	New section added to provide information on collecting evidence of student performance to ensure resilience in the qualifications system	
7.3 Entry rules, including Terminal Assessment	Updated to clarify information relating to entry rules and terminal assessment	
7.6 Making final entries	Updated to clarify use of component codes	
Unit R035: Health promotion campaigns	Exemplification added to 2.3	
	Marking criteria for Topic Area 1 and 2 updated	
All	Updated information to ensure compliance with new JCQ requirements and guidance.	Version 5 (September 2025)
All	References to 'Command words' have been replaced with 'Command and/or descriptor words', to cover both types of assessments. These are now called Descriptor Words for NEA units.	
Section 2	Included the lifespan for each set assignment and that live dates are shown on the front cover.	
Section 6	Improved clarity and guidance on: • use of the set assignment. • providing feedback to students. • resubmitting moderated work. Additional information provided to support the delivering and assessing of NEA units in line with JCQ instructions and guidance.	
Covers and all page footers	Updated to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'.	

Section	Change	Version and date Issue
Throughout	Hyperlinks refreshed The following forms are now only available on Teach Cambridge: unit recording sheets (URS) and set assignment feedback form	Version 6 (June 2026)
Section 5.4 Grading and awarding grades	Updated to clarify on results day a marks calculator will be published for the specific series.	
Section 6.1.1 Centre and teacher/ assessor responsibilities	Updated name of online training module and information about centre approval	
Section 6.2.2 Plagiarism (including AI misuse)	Updated to include more information relating to AI misuse in assessments and required teaching for referencing or acknowledging material copied from the internet or other sources	
Section 6.3 Feedback	Add new section: *Informing students of their marks*	
Section 6.6 Resubmitting moderated work to us to improve the grade	Updated to clarify information relating to using work from a previous year's assignment	
Section 7.9 Post-results services	Updated access to scripts, which is a free service for exams officers to download copies of students' completed question papers	
Section 6.3.3	Updated title to 'Candidate and teacher authentication' to reflect JCQ's recent merge of centre authentication and candidate authentication statement forms into one form.	Version 7 (October 2026)

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1 Why choose OCR?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. We have developed our specifications in consultation with teachers, employers and subject experts to provide students with a qualification that's relevant to them and meets their needs.

We're part of Cambridge University Press & Assessment. We help millions of people worldwide unlock their potential. Our qualifications, assessments, academic publications and original research spread knowledge, spark curiosity and aid understanding around the world.

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A Levels, GCSEs, vocational qualifications, and other academic options to schools, colleges, workplaces, and other organisations.

1.1 Our specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs.

1.2 Our support

We have a range of support services to help you at every stage, from preparation to delivery.

- A wide range of high-quality creative resources including resources created by leading organisations within the industry.
- Textbooks and teaching and learning resources from leading publishers. For more information about all the published support for the Cambridge Nationals that has been endorsed by OCR please go to the Cambridge Nationals page on our website.
- Professional development for teachers to fulfil a range of needs. To join our training (either face-to-face or online) or to search for training materials, please go to the Professional Development page on our website.
- Active Results is our free results analysis service to help you review the performance of individual students or whole schools.
- ExamBuilder is our free question-building platform that helps you to build your own tests using past OCR exam questions.
- OCR subject advisors provide information and support to centres including specification and non examined assessment advice, updates on resources developments and a range of training opportunities. They work with subject communities through a range of networks to share ideas and expertise to support teachers.

Further help and support

Whether you are new to OCR or already teaching with us, you can find useful information, help and support on our website. Or get in touch:

support@ocr.org.uk

@ocrexams

01223 553998

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1.3 Aims and learning outcomes

Our Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

1.4 What are the key features of this specification?

The key features of OCR's Cambridge National in Health and Social Care for you and your students are:

- a simple and intuitive assessment model, consisting of an externally assessed unit that focuses on knowledge and understanding and skills-based, non examined assessment units (NEA) which consist of:
  - one mandatory unit and one optional unit from a choice of two
- a specification developed with teachers specifically for teachers. The specification lays out the subject content clearly
- a flexible support package formed after listening to teachers' needs. The support package will help teachers to easily understand the requirements of the qualification and how it is assessed
- a team of OCR Subject Advisors who support teachers directly and manage the qualification nationally
- the specification has been designed to progress onto the Cambridge Technical in Health and Social Care and the following apprenticeships:
  - Adult care worker
  - Allied Health Profession Support
  - Health and Social Care
  - Healthcare science assistant
  - Maternity and Paediatric Support.

This qualification will help students to develop:

- valuable communication skills that are extremely attractive in the modern workplace
- an understanding of the rights of individuals and person-centred values and how to apply these when working with service users
- vital knowledge and understanding of how to protect individuals through infection prevention, safeguarding and safety and security measures
- an understanding of growth and development through the life stages
- an understanding of life events and how to support individuals through them
- transferable skills, such as evaluation, planning, presentation/delivery and research skills.

All Cambridge Nationals qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The qualification number for OCR's Cambridge National in Health and Social Care is QN 603/7116/X.

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2 Qualification overview

2.1 OCR Level 1/Level 2 Cambridge National in Health and Social Care at a glance

Qualification number	603/7116/X	**OCR Entry code**	J835
First entry date	01/09/2022	**Approved age range**	14-16
Guided learning hours (GLH)	120	**Performance information**	We've designed this qualification to meet the Department for Education (DfE) requirements for qualifications in the Technical Award category of the 14-16 performance tables
Total qualification time (TQT)	150		
Offered in	England only	**Eligible for funding**	It's designed to meet the funding requirements of a 14-16 study programme.
This qualification is suitable for students	• aged 14-16 on a full-time study programme wanting to develop applied knowledge and practical skills in health and social care • who want to progress onto other related study, such as vocational qualifications in health and social care, A Levels, T Levels and apprenticeships • as it is designed to meet the Department for Education's characteristics for a Technical Award.		
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification.		
Qualification requirements	Students must complete three units: • one externally assessed unit (exam) - see the Terminal assessment below • two centre-assessed units (NEA)		
Assessment method/ model	Unit R032 is assessed by an exam and marked by us. You will assess the NEA units and we will moderate them. We provide set assignments which must be used to assess the NEA units. Each set assignment will be valid for 1 year. The dates for which they are live are shown on the front cover. You must make sure you use the live assignment for students' assessments and submit in the period in which it is live. You must make sure students have an entry for each series in which you intend to submit or resubmit an NEA unit.		
Assessment series each year	• January • June		
Terminal assessment	The exam must be taken in the final assessment series before qualification certification. If a student retakes their qualification, they will need to resit the exam in order to meet the terminal rule again. The first qualification grade is used for school performance tables even if they have improved their qualification grade.		
Grading	All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.		
Exam resits	Students can resit the exam. The terminal assessment rule means that the resit result will be used towards the student's final qualification grade and not the best result.		

Repeat submission of students' NEA work	If students have not performed at their best during the assessment of NEA units, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests. We use the term 'resubmission' when referring to student work that has previously been submitted to OCR for moderation. Following OCR moderation a student can attempt to improve their work, for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment. All work submitted (or resubmitted) must be based on the assignment that is live for the series of submission. For information about feedback see section 6. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.

2.2 Qualification structure

For this qualification, students must achieve **three** units: one externally assessed and two Non Examined Assessment (NEA) units.

Key to units for this qualification:

M = Mandatory	Students must achieve this unit
O = Optional	Students must achieve one of these units
E = External assessment	We set and mark the exam
N = NEA	You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R032	Principles of care in health and social care settings	L/618/6302	48	E	M
R033	Supporting individuals through life events	R/618/6303	36	NEA	M
R034	Creative and therapeutic activities	D/618/6305	36	NEA	O
R035	Health promotion campaigns	H/618/6306	36	NEA	O

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

Qualification number: 603/7116/X

Type of qualification: Technical Award

Purpose of Statement

Overview

Who is this qualification for?

The Level 1/Level 2 Cambridge National in Health and Social Care is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the health and social care sector.

You may be interested in this if you want to use what you learn in practical, real-life situations, such as:

- Recommending support for individuals.
- Creating and delivering a creative activity.
- Creating and delivering a health promotion campaign.

This will help you to develop independence and confidence in using skills that would be relevant to the health and social care sector.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence.
- Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods.
- Creating, presenting/delivering information to a group or an individual.

This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study. More information about this is given on the next page.

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You will study the key aspects of health and social care, and have the opportunity to apply what you learn through a number of practical experiences. This will involve the studying of two mandatory units and one optional unit:

1. **The two mandatory units are:**

- **R032: Principles of care in health and social care settings**
  This unit is assessed by an exam.
  In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include:
  - Topic Area 1 The rights of service users in health and social care settings
  - Topic Area 2 Person-centred values
  - Topic Area 3 Effective communication in health and social care settings
  - Topic Area 4 Protecting service users and service providers in health and social care settings

- **R033: Supporting individuals through life events**
  This unit is assessed by a set assignment.
  In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:
  - Topic Area 1 Life stages
  - Topic Area 2 Impacts of life events
  - Topic Area 3 Sources of support

2. **Optional units:**

You will take one of these units.

- **R034: Creative and therapeutic activities**
  This unit is assessed by a set assignment.
  In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual. Topics include:
  - Topic Area 1 Therapies and their benefits
  - 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
  - Topic Area 4 Deliver a creative activity and evaluate your own performance

- **R035: Health promotion campaigns**
  This unit is assessed by a set assignment.
  In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include:
  - Topic Area 1 Current public health issues and the impact on society
  - Topic Area 2 Factors influencing health
  - Topic Area 3 Plan and create a health promotion campaign
  - Topic Area 4 Deliver and evaluate a health promotion campaign

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What knowledge and skills will you develop as part of this qualification and how might these be of use and value in further studies?

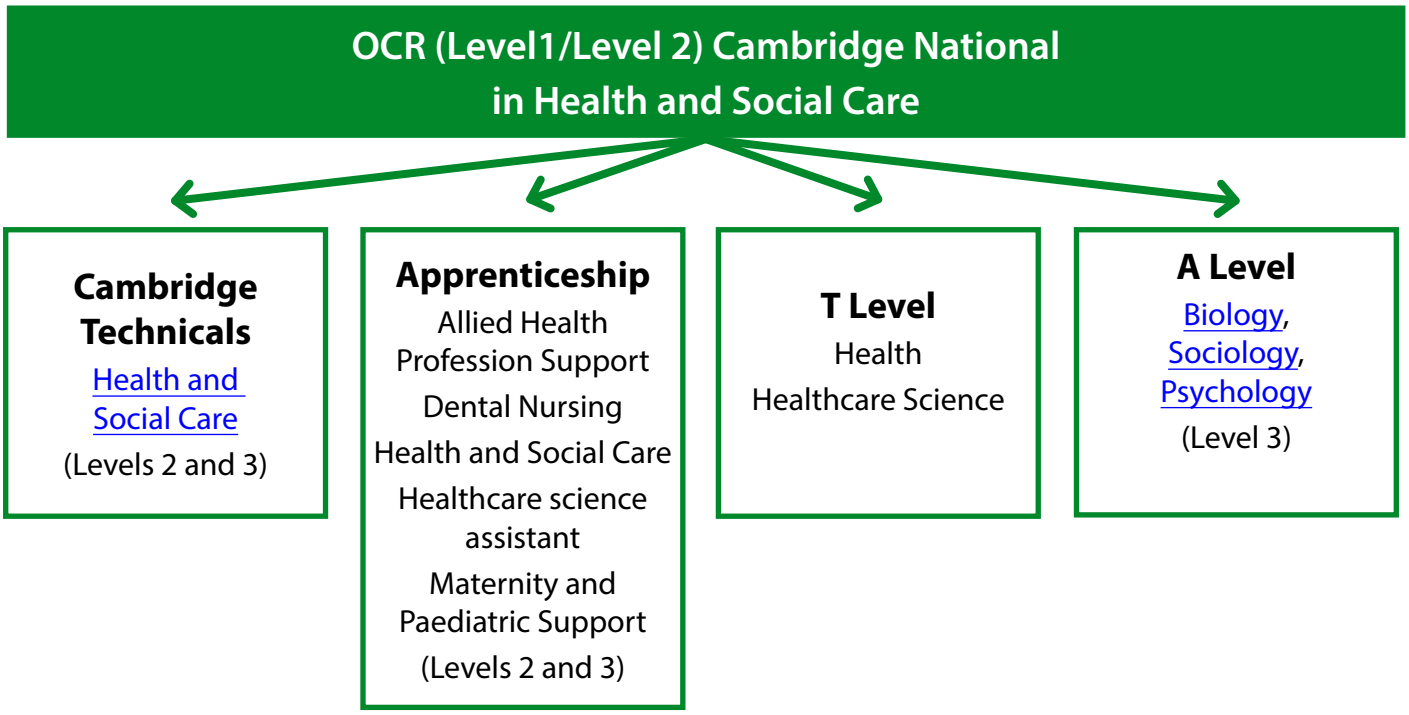
To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support

It is anticipated that this qualification will also enable you to progress onto a T Level, such as Health and Healthcare Science, when they are available.

The diagram below shows the possible progression routes for your further study:



Which subjects will complement this course?

Other subjects that supplement or complement this qualification include:

- Cambridge National in Child Development
- Cambridge National in Sport Studies/Science
- GCSE Food Preparation and Nutrition
- GCSE Physical Education

Further details

More information about the Cambridge National in Health and Social Care can be found in these documents:

Specification

Sample Assessment Material (SAM)

Exploring our exams: a guide to our Sample Assessment Material

Student Guide to NEA Assignments

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3 About this qualification

3.1 Qualification size (GLH and TQT)

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) the teacher will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully achieve their qualification.

The OCR Level 1/Level 2 Cambridge National in Health and Social Care is 120 GLH and 150 TQT.

3.2 Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3.3 Availability

The Cambridge Nationals qualifications are available in England.

They are **not** available in Wales or Northern Ireland.

3.4 Performance information

We've designed this qualification to meet the Department for Education (DfE) requirements for qualifications in the Technical Award category of the 14-16 performance tables.

You'll find information on performance tables for England on the Department for Education website.

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4 Units

4.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks.

4.1.1. Terminal Assessment Rule

The terminal assessment rule means that students must take their exam in the final assessment series of their course. You should be mindful of this when entering students for units. See Section 7.3 for more information.

4.1.2. Externally assessed unit (R032)

The externally assessed unit is made up of a number of topic areas. Each topic area has related teaching content that must be taught. A direct question may be asked about any content in the teaching content column.

The breadth and depth column helps to clarify the breadth and depth of teaching needed, and indicates the range of knowledge and understanding that may be assessed in the exam. This column also confirms any aspects that you do **not** need to teach in relation to the content as 'does not include' statements.

Knowledge and understanding

Students will need to **understand** the content unless the breadth and depth column identifies it as knowledge only.

- Any item(s) that should be taught as knowledge only will start with the word 'know' in the breadth and depth column.
- All other content is expected to be taught as understanding.

The table below explains what we mean by knowledge and understanding.

Knowledge	• Be able to identify or recognise a given item, for example on a diagram • Use direct recall to answer a question, for example the definition of a term.
Understanding	• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts.

Students need to be taught the information in both the teaching content and breadth and depth columns.

4.1.3 NEA Units (R033-R035)

The NEA units are made up of a number of topic areas with associated teaching content which details what must be taught as part of each topic area.

The NEA units also have an exemplification column that provides more information about, and examples relating to, the teaching content. This helps to exemplify the teaching expected so that students are equipped to successfully complete their assignments.

4.1.4 Command and descriptor words

Appendix B gives information about the expectations of the command words that will be used in the external assessments and the descriptor words that will be used in the NEA marking criteria.

4.1.5 Performance Objectives (POs):

Each Cambridge National qualification has related Performance Objectives. There are four Performance Objectives in the OCR Level 1/Level 2 Cambridge National in Health and Social Care.

Performance Objectives	
PO1	Recall knowledge and show understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to the subject area

PO1 is only relevant to the exam. PO4 is only relevant to the NEA assessments.

The weightings of the Performance Objectives across the units is:

Performance Objective	Externally assessed unit (range)	NEA units	Overall weighting
PO1	16.5–20%	n/a	16.5–20%
PO2	14.5–17.5%	21%	35.5–38.5%
PO3	4.5–7%	19.5%	24–26.5%
PO4	n/a	19.5%	19.5%
Overall weighting of assessments	**40%**	**60%**	**100%**

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4.2 Unit R032: Principles of care in health and social care settings

Aims

Whether you want a career in a health or social care setting, understanding rights, the person centred-values and how they can be applied is vital. Communicating effectively with service users you are caring for, and creating a care environment that is safe and hygienic for service users and service providers is also essential for the health and wellbeing of individuals requiring care.

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

For context, when we talk about health and social care settings, these are the types we mean:

Health care settings:	Social care settings
• Dental practice • GP surgery • Health centre • Hospital • Nursing home • Opticians • Pharmacy • Walk-in centre	• Community centre • Day centre • Foodbank • Homeless shelter • Residential home • Retirement home • Social services department • Support group

Unit R032: Principles of care in health and social care settings

Topic Area 1: The rights of service users in health and social care settings

Teaching content	Breadth and depth
1.1 Types of care settings	
□ Health care □ Social care	To include: • Know examples of each type of setting.
1.2 The rights of service users	
The right to: □ Choice □ Confidentiality □ Consultation □ Equal and fair treatment □ Protection from abuse and harm	To include: • That service users are entitled to have these rights met in health and social care settings. • Examples of how service users' rights are met.

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Unit R032: Principles of care in health and social care settings

1.3 The benefits to service users' health and wellbeing when their rights are maintained

□ Empowerment ▪ Encourages independence and being self-reliant ▪ Feeling in control of their lives ▪ Gives service users choice, control and independence □ High self-esteem ▪ Feeling valued ▪ Feeling respected ▪ Positive mental health □ Service users' needs are met ▪ Appropriate care or treatment such as mobility aids provided, or dietary requirements met ▪ Results in good/improving physical or mental health □ Trust ▪ Reassured that service providers will not harm them ▪ Confident that service providers have service users best interests in mind ▪ Confident in the care they receive	To include: • Examples of how maintaining rights will benefit service users' health and wellbeing. • Linking benefits to rights in health and social care settings.

Topic Area 2: Person-centred values

Teaching content	Breadth and depth
2.1 Person-centred values and how they are applied by service providers	
□ Person-centred values ▪ Individuality ▪ Choice ▪ Rights ▪ Independence ▪ Privacy ▪ Dignity ▪ Respect ▪ Partnership ▪ Encouraging decision making of service user	To include: • Know the meaning of person-centred values. • Examples of how the person-centred values can be applied in health and social care settings by service providers.
□ Qualities of a service practitioner, the 6Cs ▪ Care ▪ Compassion ▪ Competence ▪ Communication ▪ Courage ▪ Commitment	To include: • Know the meaning of the 6Cs. • Examples of how service practitioners use the 6Cs to inform and deliver person-centred values.

Unit R032: Principles of care in health and social care settings

Teaching content	Breadth and depth
2.2 Benefits of applying the person-centred values	
Benefits for service providers of applying person-centred values □ Provides clear guidelines of the standards of care that should be given □ Improves job satisfaction □ Maintains or improves quality of life □ Supports rights to choice and consultation □ Supports service practitioners to develop their skills □ Enables the sharing of good practice	To include: • Examples of how applying the person-centred values will benefit service providers. • Linking benefits of applying person-centred values in health and social care settings.
Benefits for service users of having the person-centred values applied □ Ensures standardisation of care being given □ Improves the quality of care being given to the service user □ Maintains or improves quality of life for the service user □ Supports service users to develop their strengths	To include: • Examples of how applying the person-centred values will benefit service users. • Linking benefits of applying person-centred values in health and social care settings.
2.3 Effects on service users' health and wellbeing if person-centred values are not applied	
□ Physical effects ▪ Pain if medication or treatment is not given ▪ Illness may get worse ▪ Malnutrition/illness due to lack of food for special dietary needs ▪ Dehydration due to lack of regular fluids ▪ Injury □ Intellectual effects ▪ Lack of progress or skills development ▪ Failure to achieve potential ▪ Loss of concentration ▪ Lack of mental stimulation □ Emotional effects ▪ Depression ▪ Feeling upset ▪ Low self-esteem/feeling inadequate ▪ Anger/frustration ▪ Stress □ Social effects ▪ Feeling excluded ▪ Feeling lonely ▪ Lack of social interaction/poor social skills ▪ Become withdrawn	To include: • Applying examples in all health and social care settings. • Analysing the effects and making connections between the PIES.

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Unit R032: Principles of care in health and social care settings

Topic Area 3: Effective communication in health and social care settings

Teaching content	Breadth and depth
3.1 The importance of verbal communication skills in health and social care settings	
□ Adapting type/method of communicating to meet the needs of the service user or the situation □ Clarity □ Empathy □ Patience □ Using appropriate vocabulary □ Tone □ Volume □ Pace □ Willingness to contribute to team working	To include: • An understanding of the verbal communication skills linked with how and when they could be used with service users in health and social care settings. • Benefits of using them.
3.2 The importance of non-verbal communication skills in health and social care settings	
□ Adapting type/method of communicating to meet the needs of the service user or the situation □ Eye contact □ Facial expressions □ Gestures □ Positioning ▪ Space ▪ Height ▪ Personal space □ Positive body language, no crossed arms/legs □ Sense of humour	To include: • An understanding of the non-verbal communication skills linked with how and when they could be used with service users in health and social care settings. • Benefits of using them.
3.3 The importance of active listening in health and social care settings	
□ Active listening skills ▪ Open, relaxed posture ▪ Eye contact, looking interested ▪ Nodding agreement ▪ Show empathy, reflecting feelings ▪ Clarifying ▪ Summarising to show understanding of key points	To include: • An understanding of the active listening skills linked with how and when they could be used with service users in care settings. • Benefits of using them.
3.4 The importance of special methods of communication in health and social care settings	
□ Advocate □ Braille □ British Sign Language □ Interpreters □ Makaton □ Voice activated software	To include: • An understanding of each special method of communication linked with how and when they could be used with service users in health and social care settings. • Benefits of using them.

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Unit R032: Principles of care in health and social care settings

3.5 The importance of effective communication in health and social care settings

□ Supports the person-centred values and individual's rights ▪ Empowerment ▪ Reassurance ▪ Feeling valued ▪ Feeling respected ▪ Trust □ Helps to meet service users' needs □ Protects the rights of service users □ The impact of good communication skills ▪ Well informed service users ▪ Actively listening to service users' needs, concerns, and opinions enables them to feel valued and respected ▪ Using appropriate vocabulary/no jargon aids understanding so service users feel reassured □ The impact of poor communication skills ▪ Misunderstanding if information not clearly explained ▪ Errors or danger to health due to inaccurate record keeping ▪ Distress/upset if service user feels patronised ▪ If speech is too fast the listener will not have time to take it all in	

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Unit R032: Principles of care in health and social care settings

Topic Area 4: Protecting service users and service providers in health and social care settings

Teaching content	Breadth and depth
4.1 Safeguarding	
□ Service users who need safeguarding ▪ Vulnerable groups – e.g. homeless people ▪ Children ▪ People with physical and learning disabilities ▪ People with mental health conditions ▪ Older adults in residential care settings ▪ People who have a sensory impairment – sight loss, hearing loss ▪ People in residential care dependent on carers – children, older adults □ Impacts for service users of a lack of safeguarding ▪ Physical impacts ▪ Intellectual impacts ▪ Emotional impacts ▪ Social impacts □ Safeguarding procedures in care settings ▪ Safeguarding policy ▪ Designated Safeguarding Lead (DSL) person with responsibility for safeguarding □ Safeguarding training for all staff so that they ▪ Are aware of their duty to report a serious concern ▪ Know the care settings procedures for reporting a disclosure of abuse or serious concern ▪ Can recognise possible signs of abuse or harm ▪ Know who to report to □ Disclosure and Barring Service (DBS) checks for all staff ▪ Standard checks ▪ Enhanced checks ▪ The barred list	To include: • Know the meaning of 'safeguarding'. • Reasons why service users need safeguarding. • Examples of the impacts. • Reasons for having DBS checks for all staff. • The difference between the standard checks, enhanced checks and barred list. Does not include: • Details of individual care settings safeguarding policies.

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Unit R032: Principles of care in health and social care settings

4.2 Infection prevention

□ General cleanliness ▪ Use anti-bacterial sprays on surfaces ▪ Clean toys and play equipment regularly ▪ Mop floors and vacuum carpets daily ▪ Clean and disinfect toilets frequently ▪ Correct disposal of hazardous waste in health and care settings □ Personal hygiene measures ▪ Hair tied back/covered ▪ Open wounds covered ▪ No jewellery ▪ No nail polish ▪ Correct hand washing routine ▪ Regular showering and hair washing ▪ Regular brushing of teeth ▪ Appropriate use and disposal of tissues/ antiseptic wipes/sanitiser □ PPE (personal protective equipment) ▪ Disposable aprons ▪ Disposable gloves ▪ Rubber gloves ▪ Face masks ▪ Hairnets or hygiene hats ▪ Overalls ▪ Overshoes ▪ Surgical garments/scrubs	To include: • Reasons for carrying out infection prevention in different types of care settings. • How they protect the health and wellbeing of service providers and service users in different types of health and social care settings.

4.3 Safety procedures and measures

□ Safety procedures for reducing risk/danger and promoting good practice ▪ First aid policy ▪ Risk assessments ▪ Staff training programmes for o Equipment use o Moving and handling techniques o First aid ▪ Emergency procedures o Fire drill o Evacuation ▪ Equipment considerations o Fit for purpose o Safety checked o Reporting system for damage o Risk assessed □ Safety measures ▪ Displaying a fire safety notice ▪ Using warning signs o A 'wet floor' sign o 'No entry' sign	To include: • The importance of the procedures and measures. • How they protect service providers and service users in different types of health and social care settings. • Know the difference between a 'procedure' and a 'measure' o A procedure is set process that is followed such as a fire drill or carrying out risk assessments. o A measure is a particular action such as putting up a wet floor sign. Does not include: • Full details of how to carry out a risk assessment. • First aid practice.

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Unit R032: Principles of care in health and social care settings

4.4 How security measures protect service users and staff

Security measures □ Identifying staff ▪ ID lanyards ▪ Staff uniform □ Monitoring of keys ▪ Limits number of people with access to keys ▪ List of keyholders – know who has the keys □ Receiving and monitoring visitors ▪ Staff on duty at entrance monitors access ▪ Signing in and out book for visitors, know who is there and who has left ▪ Issuing visitor badges □ Reporting of concerns to line managers ▪ Appropriate action can be taken by senior staff □ External doors, restricting access ▪ Electronic swipe card entry system ▪ Buzzer entry system ▪ Security pad with pin code □ Window locks and restraints ▪ Keeps vulnerable service users safe – prevents falling out of open window or strangers entering	To include: • Reasons for security measures in different types of health and social care settings. • How they protect the health and wellbeing of service users and service providers in different types of health and social care settings.

Assessment guidance

This unit is assessed by an exam. Due to the Terminal Assessment requirement, the exam must be taken in the students' final assessment series. The exam is 1 hour and 15 minutes and has 70 marks in total.

The exam will have 6 compulsory questions. Question types include:

- short and medium answer
- extended response.

These allow us to assess the following Performance Objectives:

- PO1 – Recall knowledge and show understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Three questions will be set with a situation or scenario.

There will always be up to two 6 mark extended response questions that will require students to provide an extended answer when showing their knowledge and understanding.

There will always be one 8 mark extended response question which will assess Performance Objective 3. Responses will need to include discussion or evaluation. The question topic may be drawn from any relevant aspect of the unit teaching content.

This will be conducted under examination conditions. For more details refer to the Administration area.

The Health and Social Care: Exploring our exams: a guide to our Sample Assessment Material gives more information about the layout and expectations of the exam.

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Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning with students applying their learning in a practical, skills-based way. The synoptic grids at the end of the NEA units show these synoptic links.

More information about synoptic assessment within this qualification can be found in section 5.2 synoptic assessment.

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4.3 Unit R033: Supporting individuals through life events

Aims

On our journey through the stages of life we experience many life changing events and are influenced by many factors that affect growth and development.

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Unit R033: Supporting individuals through life events

Topic Area 1: Life stages

Teaching content	Exemplification
1.1 Life stages and development	
□ Life stages and key milestones of growth and development for age groups ▪ 4-10 years (childhood) ▪ 11-18 years (adolescence) ▪ 19-45 years (young adulthood) ▪ 46-65 years (middle adulthood) ▪ 65+ years (older adulthood) □ PIES development across the life stages ▪ Physical – fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics ▪ Intellectual – language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities ▪ Emotional – bonding, different attachments, independence, self-confidence, self-image, self-esteem, love, affection ▪ Social – relationships, social skills, responsibilities □ Factors affecting growth and development across the life stages ▪ Physical factors ▪ Social factors ▪ Emotional factors ▪ Economic factors ▪ Cultural factors ▪ Environmental factors	Examples of factors may include: • **Physical factors** – diet and nutrition, activities, lifestyle choices (alcohol, smoking), genetics, physical and mental health, disability, sensory impairment. • **Social factors** – positive and negative relationships, social inclusion/exclusion, opportunities, discrimination, bullying.

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Unit R033: Supporting individuals through life events

Teaching content	Exemplification
1.1 Life stages and development	
□ How the growth and development of an individual is affected by ▪ Physical factors ▪ Social factors ▪ Emotional factors ▪ Economic factors ▪ Cultural factors ▪ Environmental factors	• **Emotional factors** – anxiety, fear, sadness/ happiness, grief, attachment, family security. • **Economic factors** – family income, employment, debts, bills, wealth, education, private/public health providers (services). • **Cultural factors** – community, religion, race, gender identity, sexual orientation. • **Environmental factors** – housing needs and conditions, pollution (air, noise, light), neighbourhood, home environment (neglect, conflict), access to services.

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Unit R033: Supporting individuals through life events

Topic Area 2: Impacts of life events

Teaching content	Exemplification
2.1 Life events and their impacts on individuals	
□ Expected and unexpected life events ▪ Physical events ▪ Relationship changes ▪ Life circumstances □ Impacts that life events have on individuals ▪ Physical ▪ Intellectual ▪ Emotional ▪ Social ▪ Financial □ Identifying individual's needs based on the impacts of life events	Examples of **physical events** may include: accident/ injury, ill health, genetic disorders, puberty, menopause. Examples of **relationship changes** may include: starting/ending relationships, divorce/separation, parenthood, bereavement. Examples of **life circumstances** may include: school starting/changing/exclusion, redundancy, imprisonment, retirement, bankruptcy. Examples of **impacts of life** events on individuals may include: • **Physical:** illness/tiredness, pain, weight loss/gain, mobility, appearance. • **Intellectual:** adapting to change, learning new skills, learning impairment. • **Emotional:** mental health, grief, anxiety, stress, depression, self-esteem/self-image. • **Social:** lifestyle choices, personal relationships with friends and family. • **Financial:** change in income, increased costs, change in wealth. Examples of **identifying individual's needs based on the impacts of life events** may include: • weight gain – dietary advice and support. • stress/anxiety – coping mechanisms, someone to talk to, mental health support. • loss of income – financial advice and support. • learning impairment – specialist support, independent living, equipment.

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Unit R033: Supporting individuals through life events

Topic Area 3: Sources of support

Teaching content	Exemplification
3.1 Sources of support that meet individual needs	
□ Sources of support ▪ formal ▪ informal ▪ charities □ The roles of practitioners in providing support □ The roles of informal care givers in providing support □ How practitioners meet individual needs ▪ enable/promote independence ▪ medical/mental health support ▪ care support ▪ respite care ▪ financial support ▪ advice and guidance □ Research and recommend personalised support based on individual needs ▪ Match support provision to specific individual needs ▪ Offer coordinated care and treatment ▪ Justify choices made ▪ Apply person-centred values	Examples of sources of support may include: • **Formal:** hospitals, health centres, care homes, day centres, children's services, hospices, respite care, rehabilitation centres (addiction or injury). • **Informal:** family/friends, religion/culture. • **Charities:** Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities. Examples of **practitioners** may include: GP, nurse, midwife, specialist doctor, physiotherapist, dietician, social worker, counsellor, occupational therapist, health care worker, physiotherapist, charity workers. Examples of **matching support provision to individual needs** may include: whether the provision is statutory or private, location, availability, costs.

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Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria descriptor words are further explained in Appendix B.

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Unit R033 – Topic Area 1: Life stages		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Brief description of growth and development of the individual through the life stage, using PIES.	**Sound** description of growth and development of the individual through the life stage, using PIES.	**Comprehensive** description of growth and development of the individual through the life stage using PIES.
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–9 marks**
Limited explanation of how the growth and development of the individual has been affected by **two** of each of the specified factors.	**Adequate** explanation of how the growth and development of the individual has been affected by **two** of each of the specified factors.	**Comprehensive** explanation of how the growth and development of the individual has been affected by **two** of each of the specified factors.

Unit R033 – Topic Area 2: Impacts of life events		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Brief description of **two** life events and the life stage they occurred in for the individual chosen.	**Sound** description of **two** life events and the life stage they occurred in for the individual chosen.	**Comprehensive** description of **two** life events and the life stage they occurred in for the individual chosen.
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Limited explanation of the impacts of the life event on: • physical • intellectual • emotional • social • financial.	**Adequate** explanation of the impacts of the life event on: • physical • intellectual • emotional • social • financial.	**Comprehensive** explanation of the impacts of the life event on: • physical • intellectual • emotional • social • financial.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Limited explanation of the needs of the individual, based on the impacts of the life event.	**Adequate** explanation of the needs of the individual, based on the impacts of the life event.	**Comprehensive** explanation of the needs of the individual, based on the impacts of the life event.

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Unit R033 – Topic Area 3: Sources of support		
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Brief information, based on research, provided about the support available for the following sources: • formal • informal • charities.	**Sound** information, based on research, provided about the support available for the following sources: • formal • informal • charities.	**Comprehensive** information, based on research, provided about the support available for the following sources: • formal • informal • charities.
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–9 marks**
Basic justification of how support will meet the needs of the individual. **Basic** application of the person-centred values in recommending personalised support.	**Sound** justification of how support will meet the needs of the individual. **Sound** application of the person-centred values in recommending personalised support.	**Comprehensive** justification of how support will meet the needs of the individual. **Effective** application of the person-centred values in recommending personalised support.

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Assessment guidance

This guidance should be used in conjunction with the set assignment.

Specific guidance on the tasks

Tasks	Assessment guidance
Task 1	• Students will choose an individual to base this task upon. This can be a famous person or someone the student knows. The individual's name must be anonymised, i.e. names changed or redacted. You must check that the person chosen is appropriate to enable students to access all the marking criteria. • Students should be encouraged to choose different individuals for this task. • You must not create templates for students.
Task 2a	• Students must choose an individual who will agree to speak to them and be written about in this task. The individual must agree to speak to the student about life events and the impact these have had on them. You must check that the individual's life events are appropriate to enable students to access all the marking criteria. Before students complete any interview, you must make sure that the correct permission is obtained with the individual involved. We recommend that you provide a consent form to be signed and dated by the person being interviewed and ensure that any interaction adheres to your centre's safeguarding policy, health and safety policy and risk assessment procedures. The student must complete an Interview Authentication Form (provided in the set assignment) which you must sign to verify that you have seen proof that the interview has been completed by the student. You do not need to witness the interview but must verify that you have seen evidence, such as photographs or audio recordings of the interview taking place or making contact with the individual interviewed to confirm it took place, and that it is the student's own work. A record of the student's (redacted) notes must accompany their report. Information relating to the individual must be stored confidentially whether or not it is chosen as part of the moderation sample. If it is chosen, work must be anonymised before it is submitted to OCR. This means that you must make sure that student's work submitted does not include any of the following relating to the individual: • Full name (name can be redacted) • Address, phone number or other personal information • Images of the individual's full face. • Information stored on the individual must comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) or any appropriate updated legislation. We recommend it is destroyed once the time to complete any post-results service has passed or within 6 months of the submission, whichever comes sooner. If you wish to store evidence for longer periods for a given purpose (for example, for Ofsted inspection) you should seek permission from the person interviewed. • Suitable individuals could be: o family members o friends o peers.

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Tasks	Assessment guidance
Task 2b	• You should ensure students have the opportunity to carry out relevant research. You may refer them to the teaching and learning content for the unit. You must not direct students to specific research tasks to be carried out. • When students undertake research, this means searching carefully, with a method, so that they can answer a question. It is wider than finding out a fact and more focused than reading widely around a subject. Research is a process of investigation. It is an examination of a subject or area from different points of view. A simple trip to the library to pick up a stack of materials or picking the first five hits from a computer search is not sufficient. It is getting to know a subject or area by reading up on it, reflecting, choosing the areas that are most relevant and following up on them. • Different students may choose similar sources of support but it would be highly unusual for all students in a cohort to produce identical work on recommending support to meet the needs of individuals. • Person-centered values should be chosen from those listed in R032 • You must not create templates for students.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R032.

The following table details where these synoptic links can be found:

Unit R033: Supporting individuals through life events		Unit R032: Principles of care in health and social care settings	
Topic Area		**Topic Area**	
2	Impacts of life events	1	The rights of service users in health and social care settings
		2	Person-centred values
		3	Effective communication in health and social care settings
3	Sources of support	2	Person-centred values

More information about synoptic assessment within this qualification can be found in section 5.2 Synoptic assessment.

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4.4 Unit R034: Creative and therapeutic activities

Aims

Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. Completing this unit will give you with the opportunity to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part. This unit will enable you to develop work-related skills that are essential for working with adults or children.

In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

Unit R034: Creative and therapeutic activities

Topic Area 1: Therapies and their benefits

Teaching content	Exemplification
1.1 Types of therapies used in health and social care	
□ Types of therapies ▪ Sensory ▪ Cognitive ▪ Expressive ▪ Physical □ Benefits ▪ Physical ▪ Intellectual ▪ Emotional ▪ Social	To include: • Examples of the different types of therapies. • The benefits of therapies to individuals in different settings. Examples of **types of therapies** may include: • **Sensory:** aromatherapy, reflexology, massage. • **Cognitive:** hypnotherapy, speech and language, mind-body healing by using the power of positive thinking, reminiscence therapy. • **Expressive:** art therapy, play therapy, express thoughts and emotions. • **Physical:** yoga, Tai Chi, reiki. Examples of the **benefits** may include: • **Physical:** improves movement, appetite and sleep, lowers blood pressure, reduces pain. • **Intellectual:** mental stimulus, improves creativity, helps concentration, memory recall, improves communication skills. • **Emotional:** improves self-esteem and confidence; reduced stress, anxiety, panic attacks, depression and grief; increases self-awareness; sense of wellbeing. • **Social:** helps connect with others, improves cooperation, understanding rules and moral behaviours.

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Unit R034: Creative and therapeutic activities

Topic Area 2: Creative activities and their benefits

Teaching content	Exemplification
2.1 Types of creative activities and their benefits	
□ Types of creative activities ▪ Physical ▪ Intellectual/cognitive ▪ Emotional ▪ Social ▪ Sensory ▪ Imaginative □ Benefits of creative activities ▪ Physical benefits ▪ Intellectual benefits ▪ Emotional benefits ▪ Social/moral benefits	To include: • Examples of the different types of creative activities. • The benefits of participating in creative activities to individuals in different health and social care settings. Examples of **types of creative activities** may include: • **Physical activities:** painting, dancing, drawing, sewing, knitting, embroidery, crochet, arm chair exercise, sports, physical education, walking, music and movement, bead and jewellery making. • **Intellectual/cognitive activities:** ICT, reading, quizzes, radio, poetry, writing, Pictionary, Jigsaw puzzles, reminiscence. • **Emotional activities:** storytelling, painting, craft work, photography, mime. • **Social activities:** singing, quizzes, dancing, role-play, bingo, card games, board games. • **Sensory activities:** gardening, painting, clay, sand and water, cookery. • **Imaginative activities:** drama, crafts, reading, painting, making a scrapbook or collage making, junk modelling. Examples of **benefits of creative activities** may include: • **Physical benefits:** hand eye coordination, balance, improved breathing, gross and fine motor skills, improved strength, dexterity, circulation, improved fitness, improved sleep and appetite, reduced tension, stress and anxiety, improved relaxation, pain management. • **Intellectual benefits:** maintain and improve memory, concentration, improve communication, problem solving, mental stimulation, learn new skills. • **Emotional benefits:** improved self-esteem and self-concept, motivation, sense of achievement, develop new interests, improved confidence, express emotions, and feel valued, empower. • **Social/moral benefits:** make friends and develop new relationships, engagement, and interaction with others reduces boredom, learn new rules, prepare children for starting school, learn right and wrong, follow and learning rules, modelling appropriate behaviour.

Unit R034: Creative and therapeutic activities

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

Teaching content	Exemplification
3.1 Factors that affect the selection of a creative activity	
□ Individual abilities: ▪ Physical ▪ Intellectual ▪ Emotional ▪ Social □ Gender □ Benefit of the activity to the individual	Examples of **individual abilities** may include: learning difficulties, sensory impairment, behavioural conditions, physical impairment/disabilities, memory loss/dementia, medical conditions, individual's religious/cultural beliefs.
3.2 How to plan a creative activity to meet individual abilities	
□ Aims of the creative activity ▪ The purpose specific to an individual or group □ Timescales □ Resources needed □ Safety □ Communication ▪ Appropriateness to individuals □ Methodology to be used ▪ Demonstration ▪ Group work ▪ Individual contribution □ Feedback methods	Examples of the **purpose specific to an individual or group** may include: improve fine motor skills, developmental opportunity. Examples of **timescales** may include: time needed for setting up and clearing away, completion time, time of day. Examples of **resources needed** may include: materials/equipment, specialist resources (large print resources, easy grip tools, left/right handed scissors, talking books, non-slip mats, coloured overlays), awareness of cost of resources, the setting/space, availability of helpers if needed. Examples of **safety** may include: minimising risks, protective equipment (appropriate clothing, gloves in case of allergies, oven gloves if cooking hot food, aprons), safety of equipment, contingency plans for emergencies. Examples of **feedback methods** may include: asking questions, questionnaires/witness testimony.

Unit R034: Creative and therapeutic activities

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

Teaching content	Exemplification
4.1 Skills/personal qualities required to encourage participation	
□ Skills/personal qualities required to encourage participation	Examples of **skills** may include: effective communication, supporting inclusion, being responsive. Examples of **personal qualities** may include: cheerfulness, patience, caring, respect.
4.2 Deliver a creative activity with a group or individual	
□ Introduce the activity ▪ Aim(s) ▪ Content ▪ Settle the individuals so that they are prepared to carry out the activities □ Supervise the activity ▪ Encourage participation ▪ Intervene when necessary ▪ Provide support ▪ Maintain safety ▪ Keep to timescales ▪ Replenish resources/materials □ Collect feedback from participants	Examples of **feedback** methods could include: asking questions, questionnaires/witness testimony.
4.3 Evaluation	
□ How to evaluate your own performance ▪ Use feedback ▪ Self-reflect ▪ Review strengths and weaknesses of o Your planning o Your communication skills o How you encouraged participation of the individual/group ▪ Suggest improvements o What you would do differently and why	

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Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria descriptor words are further explained in Appendix B.

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Unit R034 – 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.

Unit R034 – 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.

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Unit R034 – 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.

Unit R034 – 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.

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Assessment guidance

Task	Assessment guidance
Task 1	• Before your students begin the assignment you should check that the creative activity that they have chosen is appropriate for them to access all of the marking criteria. • OCR has provided a template for the plan with this assignment. Students may design their own plan, which may take any appropriate format, but must cover all things listed in the Task. • You must not direct students to complete specific planning. Students must work on their own when creating the activity plan, applying what they have learnt and not be led through the process. • The length of the creative activity must be sufficient to allow the students to access all of the marking criteria. As a guide, we suggest that activities should take between 15 and 30 minutes.
Task 2	• You must observe the delivery of the creative activity for each student and complete an individualised Teacher Observation Record Form. • The feedback students collect in this task should relate to their own performance and will be used to inform their evaluation of their own performance in Task 4. • In this task students should be roughly keeping to the time that they have planned for the activity.
Task 3	• Students must produce an evaluation of their own performance based on feedback and self-reflection and must not be led through a process of evaluating. This is a written task.
Task 4	• Students must consider the needs of the individual or group in Task 1 and consider which therapeutic interventions might be of benefit to them. • Different students may choose similar therapies but it would be highly unusual for all students in a cohort to produce identical work on therapies and their benefits, as this is specific to choices made in Task 1.

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Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R032.

The following table details where these synoptic links can be found:

Unit R034: Creative and therapeutic activities		Unit R032: Principles of care in health and social care settings	
Topic Area		**Topic Area**	
3	Plan a creative activity for individuals or groups in a health or social care setting	3	Effective communication in health and social care settings
4	Deliver a creative activity and evaluate your own performance	1	The rights of service users in health and social care settings
		2	Person-centred values
		3	Effective communication in health and social care settings

More information about synoptic assessment within this qualification can be found in section 5.2 Synoptic assessment.

4.5 Unit R035: Health promotion campaigns

Aims

The UK has faced many public health challenges in modern times. Public health campaigns are used in a variety of ways to engage the public and to encourage physical, intellectual, emotional and social health and wellbeing, as it is vital to society that people remain healthy.

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.

Unit R035: Health promotion campaigns

Topic Area 1: Current public health issues and the impact on society

Teaching content	Exemplification
1.1 The importance of a healthy society	
□ Reasons why a healthy society is important ▪ Control of communicable diseases ▪ Decrease cost of care ▪ Decrease sickness and dependency ▪ Increased life expectancy	
1.2 Public health challenges for society	
□ Current challenges to public health ▪ Obesity ▪ Flu and viruses ▪ Alcohol consumption ▪ Heart disease/stroke ▪ Sexual health ▪ Cancer ▪ Physical activity ▪ Mental health ▪ Smoking cessation ▪ Child dental health □ Organisations promoting public health challenges ▪ Charities ▪ National Health Service (NHS) ▪ Government Health Agencies ▪ World Health Organisation (WHO)	To include: • What the challenge is. • Who is impacted by the health challenge? • How they impact on individuals and society. Examples of **obesity** may include: it is increasing and is impacting on the cost of care, sickness, quality of life and reduced life expectancy.

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Unit R035: Health promotion campaigns

Teaching content	Exemplification
1.3 Current health promotion campaigns and their benefits	
□ Current health promotion campaigns □ Benefits of a health promotion campaign to ▪ Individuals ▪ Society □ Who the health promotion campaign is targeting ▪ Target audience	Examples of **current health promotion campaigns** may include: • #CoverUpMate – sun protection • Change4Life • Count 14 Campaign • Be a soaper hero – wash your hands • Catch it, bin it, kill it • Hands, Face, Space • Drinkaware • Every Mind Matters • Food Upfront • Ouch – Your Sexual Health Matters • Tilly the tooth – good dental habits • Stoptober – 28 day not smoking challenge. This would initiate discussions around health promotion campaigns – what is out there already, how they work and what they are trying to achieve. For example, to combat an increase in alcohol consumption, Drinkaware promote various campaigns throughout the year such as 'Drink Free Days' and 'No more excuses'. Examples of the **benefits** may include: • Attitude changes/behaviour changes, which would improve health. • People are educated and empowered to make own decisions. • Improved quality of life.

Topic Area 2: Factors influencing health

Teaching content	Exemplification
2.1 Factors influencing health and wellbeing	
□ Lifestyle choices □ Health ▪ Physical health ▪ Mental health □ Education and socio-economic □ Access to health services ▪ Location ▪ Opening times ▪ Local resources ▪ Availability	Examples of **lifestyle choices** may include: alcohol, diet, exercise, unprotected sex, smoking and self-help. Examples of **health** may include: illness, stress, anxiety, and genetics. Examples of **education and socio-economic** may include: disposable income, employment, literacy, qualifications, culture. Examples of **health services** may include: access to counselling, GP, clinics, pharmacy, wellbeing groups.

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Unit R035: Health promotion campaigns

Teaching content	Exemplification
2.2 Leading a healthy lifestyle	
□ What individuals can do to be healthy ▪ Making healthy choices o No smoking o Use sun protection o Safe sex ▪ Healthy eating and drinking o Balanced diet o Moderation ▪ Hygiene o Personal hygiene o Environment ▪ Mental health o Mental stimulation o Coping strategies o Good sleep ▪ Physical activity o Regular exercise □ Benefits of leading a healthy lifestyle related to ▪ Physical ▪ Intellectual ▪ Emotional ▪ Social	To include: • How health promotion campaigns can support the leading of a healthy lifestyle. Examples of **benefits** may include: • **Physical:** stronger immune system, improved mobility • **Intellectual:** improved concentration, focus, memory • **Emotional:** happier, better management of feelings • **Social:** interaction with others.
2.3 Barriers to leading a healthy lifestyle	
□ What prevents individuals from being healthy ▪ Advertising/Media o Promoting unhealthy products on TV and social media ▪ Peer pressure ▪ Lack of support o Friends and family o Role models o Health professionals ▪ Cost o Expense of gym membership o Healthy foods o Treatment/holistic therapies	• Examples of **advertising/media** may include: food products, alcohol, gambling, reality TV programmes such as Love Island. • Examples of **peer pressure** may include: direct, indirect, positive, negative. • Examples of **lack of support** may include: friends and family provide no encouragement or do not understand your choice, lack of role models leading by example, unable or afraid to speak to health professionals. • Cost outweighs the benefit.

Unit R035: Health promotion campaigns

Topic Area 3: Plan and create a health promotion campaign

Teaching content	Exemplification
3.1 How to plan a health promotion campaign	
□ Aims of the campaign: ▪ What you want to change/improve/educate about ▪ Aims related to PIES ▪ Timescales ▪ Resources needed ▪ Safety considerations ▪ Communication to be used during delivery ▪ Appropriateness to individuals □ Methods to be used to engage target audience □ Feedback methods	Examples of **timescales**, such as: planning time, delivery time. Examples of **resources**, such as: materials/equipment, additional help. Examples of **safety considerations** may include: minimising risks if demonstrating something, sensitivity to the audience, responsibility for protecting the rights of individuals. Examples of **methods to be used to engage** target audience, such as: activity, film, quiz, demonstration. Examples of **feedback methods**, such as: asking questions, questionnaires, witness testimony.

Topic Area 4: Deliver and evaluate a health promotion campaign

Teaching content	Exemplification
4.1 How to deliver a health promotion campaign	
□ Introduce the campaign ▪ Welcome ▪ Settle the individuals/audience □ Deliver the content as appropriate to the campaign □ Collect feedback	Examples of **delivering the content, appropriate for the campaign** may include: communicate clearly, provide support, supervise, encourage participation/ further action. To include: • Collecting **feedback** on your own performance, using an appropriate method.
4.2 How to evaluate own performance	
□ How to evaluate your own performance ▪ Use feedback ▪ Self-reflect ▪ Review strengths and weaknesses of o Your planning o Your communication skills o How you engaged individuals ▪ Suggest improvements o What you would do differently and why	

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Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria descriptor words are further explained in Appendix B.

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Unit R035 – Topic Area 1: Current public health issues and the impact on society		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Brief explanation of reasons for choice of the public health challenge . **Limited** understanding of why addressing this public health challenge is important to a healthy society.	**Sound** explanation of reasons for choice of the public health challenge. **Partial** understanding of why addressing this public health challenge is important to a healthy society.	**Comprehensive** explanation of reasons for choice of the public health challenge. **Full** understanding of why addressing this public health challenge is important to a healthy society.

Unit R035 – Topic Area 1: Current public health issues and the impact on society Topic Area 2: Factors influencing health		
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–9 marks**
Brief explanation of the factors that could influence the health and wellbeing of the target audience. **Brief** explanation of the barriers to leading a healthy lifestyle for the target audience.	**Sound** explanation of the factors that could influence the health and wellbeing of the target audience. **Sound** explanation of the barriers to leading a healthy lifestyle for the target audience.	**Comprehensive** explanation of the factors that could influence the health and wellbeing of the target audience. **Comprehensive** explanation of the barriers to leading a healthy lifestyle for the target audience.
MB1: 1–3 marks	**MB2: 4–6 marks**	**MB3: 7–9 marks**
Brief explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.	**Sound** explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.	**Comprehensive** explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.

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Unit R035 – Topic Area 3: Plan and create a health promotion campaign		
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Produces a **basic** plan for a health promotion campaign. Demonstrates a **limited** understanding of: • the aims of the campaign • timescales • resources needed • safety considerations • communication • methods to be used to engage the target audience • feedback.	Produces a **sound** plan for a health promotion campaign. Demonstrates a **partial** understanding of: • the aims of the campaign • timescales • resources needed • safety considerations • communication • methods to be used to engage the target audience • feedback.	Produces a **comprehensive** plan for a health promotion campaign. Demonstrates a **full** understanding of: • the aims of the campaign • timescales • resources needed • safety considerations • communication • methods to be used to engage the target audience • feedback.

Unit R035 – Topic Area 4: Deliver and evaluate a health promotion campaign		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Introduction to the campaign is **brief**. Demonstrates **basic** communication skills.	Introduction to the campaign is **adequate**. Demonstrates **sound** communication skills	Introduction to the campaign is **effective**. Demonstrates **effective** communication skills.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Delivers a **simple** health promotion campaign.	Delivers a **sound** health promotion campaign.	Delivers a **complex** health promotion campaign.
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Basic evaluation of strengths and weaknesses of: • planning • communication skills • engaging individuals. **Limited** suggestions for improvement. **Limited** use of feedback.	**Sound** evaluation of strengths and weaknesses of: • planning • communication skills • engaging individuals. **Adequate** suggestions for improvement. **Partial** use of feedback.	**Comprehensive** evaluation of strengths and weaknesses of: • planning • communication skills • engaging individuals. **Detailed** suggestions for improvement. **Full** use of feedback.

Specific guidance on the tasks

Task	Assessment guidance
Task 1	• You should ensure students have the opportunity to carry out relevant research. You may refer them to the teaching and learning content for the unit. You must not direct students to specific research tasks to be carried out. • When students undertake research, this means searching carefully, with a method, so that they can answer a question. It is wider than finding out a fact and more focused than reading widely around a subject. Research is a process of investigation. It is an examination of a subject or area from different points of view. A simple trip to the library to pick up a stack of materials or picking the first five hits from a computer search is not sufficient. It is getting to know a subject or area by reading up on it, reflecting, choosing the areas that are most relevant and following up on them. • Although students will be working on the same public health challenge it would be highly unusual for all students in a cohort to produce an identical health promotion campaign.
Task 2	• OCR has provided a template for the plan with this assignment. Students may design their own plan, which may take any appropriate format, but must cover all things listed in the Task. • You must not direct students to complete specific planning. Students must work on their own when planning the health promotion campaign, applying what they have learnt and not be led through the process.
Task 3	• You must observe each student's delivery of their health promotion campaign and complete an individualised Teacher Observation Record Form. • The length of time taken to deliver the promotion campaign must be sufficient to allow the students to access all of the marking criteria. As a guide, we suggest this could take between 10 and 20 minutes. • The feedback students collect in this task should relate to their own performance and will be used to inform their evaluation of their own performance in Task 4.
Task 4	• Students must produce an evaluation of their own performance based on feedback and self-reflection and must not be led through a process of evaluating. • This is a written task.

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Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in unit R032.

The following table details where these synoptic links can be found:

Unit R035: Health promotion campaigns		Unit R032: Principles of care in health and social care settings	
Topic Area		**Topic Area**	
3	Plan and create a health promotion campaign	3	Effective communication in health and social care settings
4	Deliver and evaluate a health promotion campaign	3	Effective communication in health and social care settings

More information about synoptic assessment within this qualification can be found in section 5.2 Synoptic assessment.

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5 Assessment and grading

5.1 Overview of the assessment

Entry code	Qualification title	GLH	Reference
J835	**OCR Level 1/Level 2 Cambridge National in Health and Social Care**	**120***	**603/7116/X**
Made up of three units: • Units R032 and R033 • and one other unit from R034 or R035.			

*the GLH includes assessment time for each unit

Individual unit details below:

Unit R032: Principles of care in health and social care settings	
48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam	The exam will have six compulsory questions. Question types include: • short and medium answer • extended response.
Unit R033: Supporting individuals through life events	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains two practical tasks. It should take between 10-12 GLH to complete.
Unit R034: Creative and therapeutic activities	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains four practical tasks. It should take between 10-12 GLH to complete.
Unit R035: Health promotion campaigns	
36 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	This set assignment contains four practical tasks. It should take between 10-12 GLH to complete.

The terminal assessment rule or 'terminal rule' means that the exam must be taken in the final assessment series of the student's course. Non examined assessment (NEA) units can be submitted in the same series as the exam or an earlier series but the exam must be taken in the final series.

If a student takes the exam in a series before their work for NEA units are submitted, this is considered as a 'practice' attempt and will not contribute to their final qualification grade. The student must take their exam again in their final assessment series and that exam result will be used towards the student's final qualification grade.

For more information on the terminal rule and also what it means for performance tables see Section 7.3 Resitting units before certification and Retaking the qualification.
OCR-set assignments for units R033-R035 are available on our secure website for teachers, Teach Cambridge.

5.2 Synoptic assessment

Synoptic assessment is a built-in feature of this qualification. It means that students need to use an appropriate selection of their knowledge, understanding and skills developed across the qualification in an integrated way and apply them to a key task or tasks.

This also helps students to build a holistic understanding of the subject and the connections between different elements of learning, so they can go on to apply what they learn from this qualification to new and different situations and contexts.

The externally assessed unit R032 allows students to gain underpinning knowledge and understanding relevant to health and social care and the non examined assessment (NEA) units R033, R034, and R035 draw on and strengthen this learning by letting students apply their learning in a practical, skills-based way.

It is important to be aware of the synoptic links between the units so that teaching, learning and assessment can be planned accordingly. Then students can apply their learning in ways which show they are able to make connections across the qualification when they are assessed.

5.3 Transferable skills

This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.

Students will have the opportunity to develop the following skills that are transferable to different real-life contexts, roles or employment:

- Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.
- Researching topic areas and recording research sources and using them to interpret findings and present evidence.
- Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods.
- Creating, presenting/delivering information to a group or an individual.

5.4 Grading and awarding grades

All results are awarded on the following scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

The shortened format of the grade will show within results files and results reports. However, the full format of the grade will be on the certificates issued to students.

The boundaries for Distinction at Level 2, Pass at Level 2, and Pass at Level 1 are set judgementally. Other grade boundaries are set arithmetically.

The Merit (Level 2) is set at half the distance between the Pass (Level 2) grade and the Distinction (Level 2) grade. Where the gap does not divide equally, the Merit (Level 2) boundary is set at the lower mark (For example, 45.5 would be rounded down to 45).

For the examined unit, the Distinction* (Level 2) grade is normally set at about 0.75 of the D2-M2 distance above the D2 boundary mark.

To set the Distinction (Level 1) and Merit (Level 1) boundaries, the gap between the Pass (Level 1) grade and the Pass (Level 2) grade is divided by 3, and the boundaries set equidistantly. Where this division leaves a remainder of 1, this extra mark will be added to the Distinction (Level 1) to Pass (Level 2) interval, meaning the Distinction (Level 1) boundary will be lowered by 1 mark. Where this division leaves a remainder of 2, the extra marks will be added to the Distinction (Level 1) to Pass (Level 2) interval, and the Merit (Level 1) to Distinction (Level 1) interval, meaning the Distinction

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(Level 1) boundary will be lowered by 1 mark, and the Merit (Level 1) boundary will be lowered by 1 mark.

For example, if Pass (Level 2) is set judgementally at 59, and Pass (Level 1) is set judgementally at 30, then Distinction (Level 1) is set at 49, and Merit (Level 1) is set at 39.

Grades are indicated on qualification certificates. However, results for students who fail to achieve the minimum grade (Pass at Level 1) will be recorded as unclassified (U or u) and **will not** be shown on certificates.

This qualification is unitised. Students can take units across different series and can resit units (see section 7.8 Unit and qualification resits). Grade boundaries are set per unit, per series, so may be set in different places for a unit in different series. When working out students' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. We use a Uniform Mark Scale (UMS) so this can be done.

A student's uniform mark for each unit is calculated from the student's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the student's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (for example, 42/60).

The table below shows the Raw marks and UMS marks for each unit:

Marks	Exam	NEA1	NEA2
Raw Marks	70	60	60
UMS	80	60	60

The uniform mark boundaries for each of the assessments do not change and are shown below:

Unit GLH	Max Unit Uniform Mark	Unit Grade							
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
36	60	54	48	42	36	30	24	18	**0**
48	80	72	64	56	48	40	32	24	

The student's uniform mark for Unit R032 will be combined with the uniform mark for the NEA units to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Max Uniform Mark	Qualification Grade							
	Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
200	180	160	140	120	100	80	60	**0**

On results day we will publish a marks calculator, for the specific series, on our website to help you convert raw marks/number of achieved criteria into uniform marks.

5.5 Performance descriptors

Performance descriptors give a general indication of likely levels of attainment by representative students performing at boundaries: Distinction at Level 2, Pass at Level 2 and Pass at Level 1.

Performance descriptor – Distinction at Level 2

Students will be able to:

- recall, select and apply **detailed** knowledge and understanding of health and social care
- present information **clearly** and **accurately**, using a **wide range** of terminology
- apply **relevant** knowledge, understanding and skills in a **range** of situations to plan and carry out investigations and tasks **effectively**, reviewing their solutions, and demonstrating **effective** communication skills
- analyse and evaluate the evidence available, reviewing and adapting their methods **where appropriate**
- make **reasoned** judgements and **substantiated** conclusions
- create material which reflects **effective** planning, **skilled** development and **perceptive** evaluation as well as demonstrating practical skills at a **high level**.

Performance descriptor – Pass at Level 2

Students will be able to:

- recall, select and apply **sound** knowledge and understanding of health and social care
- present information with **some accuracy**, using a **range** of terminology
- apply knowledge, understanding and skills in a **range** of situations to plan and carry out investigations and tasks, reviewing their solutions, and demonstrating **sound** communication skills
- review evidence available, analysing and evaluating **some** information and making **adequate** adaptations to their methods
- make **judgements** and draw **appropriate** conclusions
- create material which reflects **adequate** planning, development and evaluation and an ability to demonstrate **sound** practical skills.

Performance descriptor – Pass at Level 1

Students will be able to:

- recall, select and apply knowledge and understanding of **basic** aspects of health and social care
- present **basic** information, using **limited** terminology
- apply **limited** knowledge, understanding and skills to plan and carry out **simple** investigations and tasks and demonstrate **basic** communication skills
- review evidence and draw **basic** conclusions
- create material which demonstrates a degree of planning, development and evaluation and **limited** practical skills.

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6 Non examined assessment (NEA) units (R033-R035)

This section provides guidance on the completion of the NEA units (R033, R034 and R035). The NEA units are designed so that students can build a portfolio of evidence to meet the topic areas for the unit.

Assessment for this qualification must adhere to JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications). Please **do not** use JCQ's Instructions for Conducting Non-examination Assessments (GCE and GCSE Specifications) – these are only relevant to A Level and GCSE specifications.

Units R033 – R035 are centre assessed and externally moderated by us.

You **must** make sure that you have read and understood all of the rules and guidance provided in this section **before** your students complete and you assess the set assignments.

If you have any queries please contact us for help and support.

6.1 Preparing for NEA unit delivery and assessment

6.1.1 Centre and teacher/assessor responsibilities

For the NEA units of this qualification we assume the teacher is the assessor.

Before you plan to get approval from us to offer this qualification you must be confident your centre can fulfil all the responsibilities described below. Once you're approved, you can offer any of our general qualifications, Cambridge Nationals, Cambridge Advanced Nationals or enrichment qualifications without having to seek approval for individual qualifications.

The quality of the delivery of teaching and the integrity of assessments and quality assurance is paramount. Systems must be in place so that assessments are fair, valid, reliable and authentic. One of the key factors behind valid, fair and reliable assessment is the expertise of those doing the assessment and internal quality assurance.

With this in mind, here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre[1] to make sure our requirements are met as follows:

- there are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts and they will complete the **Cambridge Nationals: Essentials for the NEA** online training, prior to assessment of the set assignment. This is available on-demand and accessed through Teach Cambridge or Cambridge OCR Train
- teaching staff have the relevant level of subject knowledge and skills to deliver and assess this qualification
- teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities
- necessary resources are available for teaching staff and students during teaching and assessment activities, to give students every opportunity to meet the requirements of the qualification and reach the highest grade possible
- there's a system of standardisation in place so that all assessment decisions for teacher-marked (centre assessed) assignments are consistent, fair, valid and reliable (see internal standardisation in section 6.4.3)
- there's enough time for effective teaching and learning, assessment and internal standardisation
- processes are in place to make sure that students' work is individual and confirmed as being authentic (see Ways to authenticate work in section 6.2.1)
- you must use the OCR-set assignments for students' summative assessments. You must make sure that students use the assignment that is live for the period during which they are taking their summative assessment.
- the OCR-set assignments must not be used for practice (see section 6.2, Requirements and guidance for delivering and marking the OCR-set assignments). This includes both assignments that are currently live or live assignments that have expired. Sample assessment material for each of the NEA units is available on Teach Cambridge and the

1 This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of OCR exams.

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OCR website. The sample assessment material can be used for practice purposes

- students understand what they need to do to get the highest marks possible
- students understand what it means when we say work must be authentic and individual and they (and you) must follow any requirements we set out to make sure their work is their own
- students know they must not reference another individual's personal details in any evidence produced for summative assessment in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised
- marks submitted to us are correct, accurately recorded and adhere to the published deadlines
- assessment of set assignments must adhere to the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) and JCQ AI Use in Assessments: Protecting the Integrity of Qualifications
- a declaration is made at the point you're submitting any work to us for assessment that confirms:
  - all assessment is conducted according to the specified regulations
  - students' work is authentic
  - marks have been transcribed accurately
- centre records and students' work are kept according to the requirements below:
  - students' work must be kept until after their unit has been awarded and any review of results or appeals processed. We will not consider any review if the work has not been kept
  - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification
- all cases of suspected malpractice involving teachers or students must be reported (see 'Reporting suspected malpractice' in section 6.3.1).

6.2 Requirements and guidance for delivering and marking the OCR-set assignments

The assignments are set by us, taken under supervised conditions, marked by the teacher and moderated by us. Assignments will be available on our secure website, Teach Cambridge.

The set assignments give an approximate time that it will take to complete all tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

We will replace the set assignments each year. New set assignments will be released on 1st June. You **must**:

- only download assignments from our secure website, Teach Cambridge and use the assignments for the assessment series shown on the front cover.
- have made entries for the series you are intending to submit the NEA work for.
- not share the set assignments with anyone from outside of your centre. These must only be shared with appropriate centre staff and students taking the assessments. (More information about maintaining the integrity of assessment materials is in the JCQ document General Regulations for Approved Centres General and Vocational qualifications.)
- make sure students know that they must not share assessment material or their own work with others, including posting or sharing on social media. (More information is in the JCQ guidance Information for candidates Using social media and examinations/ assessments.)

Assessment of the set assignments must adhere to the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

Appendix A of this specification gives guidance for creating electronic evidence for the NEA units. Please read Appendix A along with the unit content and marking criteria grids as it might help you plan your delivery of the units.

The rest of this section deals with how we expect you to manage the delivery and marking of the set assignments, so that assessment is valid and reliable. Please note that failing to meet these requirements may be deemed to be malpractice.

Here is a summary of what we need you to do.

You **must**:

- have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment before you start the summative assessment
- use the correct live OCR-set assignment for summative assessment (the dates for which set assignments are live are shown on the front cover). These assignments are only available on **Teach Cambridge**.
- give students the Student Guidance document before they start the assessment
- make sure students are clear about the tasks they must complete and the criteria they are expected to meet. You can:
    - explain the task
    - provide a copy of the marking criteria to students.
- allow students a reasonable amount of time to complete the assignments and be fair and consistent to all students. The time you allow should be in line with the estimated time we think it should take which is stated in the OCR-set assignments. Within that time, students can work on the tasks under teacher supervision any time until the date the centre collects the work for centre assessment
- tell the students the resources that they can use in the assignment before undertaking the assessment tasks
- only give students OCR-provided templates. If they opt to use a template from a book, a website or course notes when, for example, creating a plan they must make sure the source is referenced
- monitor students' progress to make sure work is capable of being assessed against the marking criteria, on track for being completed in good time and is the **student's own** work:
    - NEA work **must** be completed during normal curriculum time and supervised and marked by the teacher/assessor
    - work must be carried out with enough supervision to make sure that the work submitted can be confidently authenticated as the student's own work. You must also be familiar with the requirements of the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications
    - if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students set out within the Plagiarism and Feedback sections (see 6.2.2 Plagiarism and 6.3 Feedback)
    - students must produce their work independently (see 6.2.1 and 6.3 on Ways to authenticate work and Feedback)
    - you must make sure students are aware of the requirement to keep their work secure, not share with other students and keep their passwords secure.
- allow students to take the initiative to improve any element of their work as they work through the assignment
- use the marking criteria to mark students' work

Before submitting a final mark to us, you can mark students' completed assignment work and allow them to repeat any element of the assignment, reworking their original evidence, provided the assignment is still live for use. We call this a reattempt. Students must have completed the whole assignment before you mark their work. Any feedback given to students on the marked work **must**:

- be factual: telling the student what you have observed, not what to do to improve their work.
- be recorded and available to the moderator (see section 6.3 Feedback).

You **must not**:

- change any aspect of the OCR-set assignments (scenarios or tasks)
- accept multiple reattempts of work where small changes have been made in response to feedback. Marking and feedback must not be an iterative process
- allow teachers or students to add, amend or remove any work after students have submitted work for moderation. This will constitute malpractice
- give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the marking criteria
- practise the OCR-set assignment tasks with the students. We provide Sample Assignments for you to use for practice purposes
- create or use practice assignments and practice data which are similar in nature to those set by us
- use past OCR-set assignments, or amend past set assignments, for practice purposes.

6.2.1 Ways to authenticate work

You must be confident that the work you mark is the student's own. Every student must produce their own work independently under teacher supervision. You must use enough supervision, or complete sufficient checks, to be able to judge the authenticity of the student's work.

Wherever possible, the teacher should discuss work-in-progress with students. This will make sure that work is being completed in a planned and timely way and provide opportunities for you to check authenticity of the work.

You must:

- have read and understood the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications
- make sure students and other teachers understand what constitutes plagiarism and not accept plagiarised work as evidence (you might find the JCQ document Plagiarism in Assessments helpful)
- use supervision and questioning as appropriate to confirm authenticity
- make sure students and teachers fill in authentication statements.

6.2.2 Plagiarism (including AI misuse)

When producing final 'written' pieces of work for the set assignments, students must use their own words to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their work being identified as plagiarised. Plagiarism is:

- the submission of someone else's work as your own
- failure to acknowledge a source correctly, including any use of written material, the internet or Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications

Plagiarism (including AI misuse) makes up a large percentage of cases of suspected malpractice reported to us by moderators. Teachers must ensure students understand they must not include plagiarised work as evidence.

Plagiarism (including AI misuse) often occurs innocently when students do not know that they must reference or acknowledge their sources or aren't sure how to do so. It's important to make sure your students understand:

- the meaning of plagiarism (including AI misuse) and what penalties may be applied
- that they can refer to research, quotations or evidence produced by somebody else but they must list and reference their sources and clearly mark quotations
- quoting someone else's work, even when it's properly sourced and referenced, doesn't evidence understanding. The student must 'do' something with that information to show they understand it. For example, if a student has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The student must interpret the data and, by relating it to their assignment, say what they think it means. The work must clearly show how the student is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

We have a Guide to referencing on our website. We have also produced a poster about referencing and plagiarism which may be useful to share with students.

You must teach your students:

- to always reference or acknowledge material copied from the internet or other sources. This applies to infographics (graphical information providing data or knowledge) as well
- how to reference and explain why it's important to do it. They must:
  - use quote marks to show the beginning and end of the copied work
  - for website text, to list the html address and ideally the date they accessed the website
  - show the name of any AI source used and the date the content was generated for computer-generated content (such as an AI Chatbot).
    - retain a copy of the question(s) and computer-generated content for reference, assessment and authentication purposes (see JCQ Guidance for full requirements)

- for other publications, to list the name of the resource/book/printed article and ideally the year in which it was published.

- to identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student's response are often indicators of plagiarism. For example:

- different tones of voice, sentence structure and formality across pieces of work
- use of American expressions, spellings and contexts (such as American laws and guidelines)
- dated expressions and references to past events as being current
- sections of text in a document where the font or format is inconsistent with other sections.

What to do if you think a student has plagiarised

If you identify plagiarised work at the point of marking or moderation:

- this must be taken into account when applying the mark scheme.
    - the work **must** be included with any work that is sent to the moderator if it is part of the moderation sample, with a note on the Unit Recording Sheet to state that there is plagiarism in the work and that marks have been adjusted accordingly
- the student(s) must be reported for plagiarism in line with the JCQ document Suspected Malpractice Policies and Procedures
    - Fill in the JCQ form M1

In line with the policy and procedures of JCQ on suspected malpractice, the sanctions applied for plagiarism (including AI misuse) could result in a warning, loss of marks or loss of aggregation or certification opportunity.

6.3 Feedback

Feedback to students on work in progress towards summative assessment

You can discuss work-in-progress towards summative assessment with students to make sure it's being done in a planned and timely way. It also provides an opportunity to check the authenticity of the work. You must intervene if there's a health and safety risk.

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover every aspect of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence you can remind them that they had a lesson which covered the relevant topic. The student would then need to review their own notes to find this information and apply it as needed.

Feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our moderators use a number of measures to assure themselves the work is the student's own.

If an individual student needs additional help or support because they are struggling to start a task or part of a task that is **critical to them accessing the rest of the task or assignment**, this **must** be recorded on the student's work and/or Unit Recording Sheet (URS) for our Moderator to see. In this situation, the student should **not** be awarded the marks for the work for which they received help.

Assessing completed work

When students have completed all their work on an assignment, you must assess it (mark it) and give feedback to them. Assessment should not be an iterative process. This means you must not assess work and give feedback on it in stages. You must only assess the work when the assignment is complete.

Feedback **must**:

- be supportive, encouraging and positive
- tell the student what has been noticed, not what you think (for example if you have observed the student completing a task you can describe what happened, what was produced and what was demonstrated).

Feedback **can**:

- identify what task and part of the task could be improved, but not detail how to improve it. You could show the student work from a **different** unit that demonstrates higher achievement, but you must not detail to the student how they could achieve that in their work.
  If you are using another student's work as a model answer, please anonymise this work. You could remind students that they had a lesson on a specific topic and that they could review their notes, but you must not tell them how they could apply the teaching to improve their work
- comment on what has been achieved, for example 'the evidence shows a **sound** understanding for MB2
- identify that the student hasn't met a descriptor word or mark band requirement. For example, 'This is a description, not an evaluation'
- use text from the specification, assignment or marking criteria in general guidance to clarify what is needed in the work. For example 'You have given a **comprehensive** explanation of 'the physical factors' and 'social/emotional factors' and a **sound** explanation of 'economic factors'
- point out where the work sits within the mark bands but students must make their own decisions as to what to improve and how. For example, the feedback can say 'this shows a **sound** understanding' (for mark band 2) but not precisely what should be added to make it show a **comprehensive** understanding (for mark band 3).

Feedback **must not**:

- point out specific gaps, for example you must not prompt the student to include specific detail in their work, such as 'You need to improve this by giving more detail'
- be so detailed that it
  - leads students to the answer, for example you must not give model answers on the **same** unit being taken or explain specifically what amendments should be made. If work from another student on a **different unit** is being used to model answers, please ensure it is anonymised
  - provides a step-by-step guide on what to do to complete or improve work, for example you must not give headings or templates that include examples which give all or part of what students have to write about or produce.
- talk the student through how to achieve or complete the task
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for the student(s).

Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

Please see additional guidance for students who wish to resubmit their work following OCR moderation in Section 6.7.

Informing students of their marks

When you have marked students' work, you must inform students of the marks achieved. **Before** you submit marks to us, you must provide enough time for:

- students to appeal the marks.
- you to complete a review and make changes if needed.
- you to inform students of the outcome of the review.

What improper assistance might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what may indicate improper assistance by the teacher:

- prompts that instruct students to include specific detail in their work, such as, 'You need to include the aims of the activity. Who is it aimed at? What is the purpose of the activity? How will it benefit the specific group/individual?

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- headings or templates that include examples which give all or part of what students have to write about or produce, such as sources of support.

Moderators will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating.

An exception is when students have only used and referenced technical facts and definitions. If the moderator is in any doubt, they will report suspected malpractice. The decision on whether or not to investigate is made by us not the moderator.

6.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the JCQ website and must be completed as soon as possible and emailed to us at compliance@ocr.org.uk.

When we ask centres to investigate instances of malpractice, heads of centres must act promptly and report the outcomes to us.

More information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed, is in the JCQ publication: Suspected Malpractice Policies and Procedures. You can also find out more on our website.

6.3.2 Supervision

NEA work must be completed in normal curriculum time and supervised and marked by the teacher. You must use enough checks so you're confident the student's work is authentic.

For example, you can use questioning to confirm the depth and breadth of their understanding of the topic they've covered in a specific piece of work.

6.3.3 Candidate and teacher authentication

Both students and teachers must declare that the work is the student's own:

- **Each student** must sign an authentication form before submitting their work to you. By signing the form, they declare the work is their own and any assistance given and/or sources used have been acknowledged.

  It is your responsibility to make sure every student does this.

- **Teachers** must also sign the authentication form for each student to declare the work submitted is the student's own.

You must retain authentication forms in your centre until all reviews of results, malpractice investigations and appeals have been resolved.

The authentication form is on Teach Cambridge and the OCR website.

6.3.4 Group working

We do not assess the skills associated with group work in this qualification and the OCR-set assignment will not include it. If it is necessary to use group work to make the delivery of the assignment more manageable, you must make sure that all practical tasks and evidence submitted for assessment that shows the student has met the marking criteria is entirely the individual's own work.

6.3.5 Methods of assessment

It is your responsibility to choose the best method of assessing a student in relation to their individual circumstances. The methods chosen must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the student.

Valid

Validity can be compromised if a student does not understand what is being asked of them. For example, one valid method of assessing a student's knowledge and understanding is to question them. If the questions posed are difficult for the student to understand (not in terms of the content but the way they are phrased, for example) the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the student to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

A reliable method of assessment will produce consistent assessment results for different teachers assessing on each occasion. Internal moderators must make sure that all teachers' assessment decisions are consistent.

Safe and manageable

You must make sure that the assessment methods and approaches taken:

- are safe and manageable
- do not put unnecessary demands on the student
- are appropriate and in line with ethical standards and your centre's safeguarding responsibilities.

Suitable to the needs of the student

We are committed to ensuring that achievement of these qualifications is free from unnecessary barriers.

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however we consider the following assessment methods suitable for teachers/assessors to use for these qualifications:

- **observation** of a student doing something
- **questioning** of the student or witness.

Observation

You and the student should plan observations together, but it is your responsibility to record the observation properly (for example observing a student undertaking a practical task). Find more information in the Teacher Observation Records section below.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom (where this may be permitted)
- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

If questioning is to be used as evidence towards achievement of specific topic areas, it is important that you record enough information about what you asked and how the student replied, to allow the assessment decision to be moderated.

6.3.6 Teacher Observation Records

It is a requirement that a teacher completes the Teacher Observation Record form, located on our secure website, Teach Cambridge, for the **following OCR-set assignments:**

Unit R034 for each student as evidence of delivering a creative activity (Task 2, Topic Area 4). The Teacher Observation Record form should provide evidence of a student delivering a creative activity, alongside evidence such as the script/notes, feedback forms, presentation slides or digital recordings/photographic evidence.

Unit R035 for each student as evidence of delivering their health promotion campaign (Task 3, Topic Area 4). The Teacher Observation Record form should provide evidence of a student delivering a health promotion campaign, alongside evidence such as the script, speaker notes, presentation slides, feedback forms or digital recordings/photographic evidence.

Teacher observation **cannot** be used as evidence of achievement for a whole unit. Most evidence should be produced directly by the student. Teacher observation should only be used where specified as an evidence requirement.

Teacher Observation Records must be individual to each student and suitably detailed, to help moderators determine if the grading criteria have been met. You must follow the guidance provided in the 'guidance notes' section of the form so that the evidence captured and submitted is appropriate. Both the student and the teacher must sign and date the form to show that you agree its contents. Electronic signatures are acceptable. The signed form must form part of the students'

evidence and be submitted with work requested for moderation.

Where the guidance has not been followed, the reliability of the form as evidence may be called into question. If doubt about the validity of the Teacher Observation Record form exists, it cannot be used as assessment evidence and marks based on it cannot be awarded. Moderators will be instructed to adjust centre marks accordingly.

6.3.7 Interview Authentication Form

It is a requirement that each student completes the Interview Authentication form in the OCR set-assignment for **R033**, which you (the teacher) must sign to verify that you have seen proof that the interview has been completed by the student. You do not need to witness the interview but must verify that you have seen evidence, such as photographs or audio recordings of the interview taking place or making contact with the individual interviewed to confirm it took place and that it is the student's own work.

A record of the student's (redacted) notes must accompany their report.

6.3.8 Presentation of the final piece of work

Students must observe the following procedures when producing their final piece of work for the NEA tasks:

- work can be word processed or hand-written
- tables and graphs (if relevant) may be produced using appropriate ICT
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided
- a completed Unit Recording Sheet must be attached to work submitted for moderation. The Unit Recording Sheet can be downloaded from Teach Cambridge
- Centres **must** provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the 'page number' column and/or by referencing file names and locations
- Work submitted digitally for moderation should be on electronic media (for example, on our portal, CD or USB Drive), and be in a suitable file format and structure, as detailed in Appendix A at the end of this specification. Students must submit their completed product(s) in an electronic format that is suitable for the client in the set assignment.

6.4 Marking NEA units

All NEA units are internally marked by teachers using the OCR marking criteria and guidance. This could be the teacher who has delivered the programme or another person from the centre. The work is then externally moderated by our moderators. Assessment of the set assignments must adhere to the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

The marking criteria must be used to mark each student's work. These specify the levels of skills, knowledge and understanding that the student is required to demonstrate.

6.4.1 Use of a 'best fit' approach to marking criteria

The assessment tasks should be marked by teachers/assessors according to the OCR marking criteria using a 'best fit' approach. For each of the marking criteria, teachers/assessors select the band descriptor provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria:

- Each band descriptor covers all the relevant content for the topic areas.
- The descriptors should be read and applied as a whole.

- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.
- Where there is more than one strand within the band descriptors for a topic area and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for topic areas; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

When deciding the mark within a band, the criteria below should be applied:

- the extent to which the statements within the band have been achieved. For example:
  - an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the student's work convincingly meets the statements, the highest mark should be awarded
  - an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the student's work adequately meets the statements, the most appropriate mark in the middle range should be awarded
  - if an answer is on the borderline between two bands but it is decided that it better fits the descriptors for:
    - the lower of these two bands - it should be placed near the top of the lower band
    - the higher of these two bands - the lowest mark for the higher band should be awarded.
- If a student's answer does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from students working at that level'.

6.4.2 Annotating students' work

Each piece of NEA work should show how the marks have been awarded in relation to the marking criteria.

Writing comments on students' work and Unit Recording Sheet (URS) provides a means of communication between teachers during the internal standardisation, and with the moderator if the work is part of the moderation sample. You should include the set assignment's title on each Unit Recording Sheet (URS) in the scenario title field to help easily identify the assignment taken.

If you have given additional, more specific support or guidance to an individual student to get them started on a task, because they could not start a task or part of a task that was **critical to them accessing the rest of the task or assignment**, this **must** be recorded on the student's work and/or Unit Recording Sheet (URS) for our Moderator to see (see Section 6.3). In this situation, the student should **not** be awarded the marks for the work for which they received help, and the marks achieved must be adjusted appropriately. Recording this on the student's work and/or URS will help our Moderator to understand why the marks have not been awarded.

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6.4.3 Internal standardisation

It is important that all teachers/assessors work to common standards. Centres must make sure that, within each unit, the internal standardisation of marks across teachers/assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In following years, this, or centres' own archive material, may be used. We advise centres to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will help final adjustments to be made.

If you're the only assessor in your centre for this qualification, then it's still advisable to make sure your assessment decisions are internally standardised by someone else in your centre, ideally someone who has experience of the nature of this qualification (For example, is delivering a similar qualification in another subject) or relevant subject knowledge and asking them to review a sample of the assessments.

You must keep evidence of internal standardisation in the centre for the moderator to see.

We have a guide to how internal standardisation may be approached on our website.

6.4.4 Reattempting work before submitting marks to OCR

As described in Section 6.2, before submitting a final mark to us, you can allow students to repeat any element of the assignment and rework their original evidence – we refer to this as a '**reattempt**'. This is to allow the student to reflect on the feedback, which must be recorded, and improve their work. It is not an iterative process where they make small modifications through ongoing marking and feedback to eventually achieve the desired grade.

6.4.5 Submitting marks

All work for NEA units is marked by the teacher and internally standardised by the centre. Marks are then submitted to us. You can find the key dates on our website.

There should be clear evidence that work has been attempted and some work produced. If a student submits no work for a NEA unit, the student should be identified as being absent from that unit.

If a student completes any work at all for a NEA unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded. This may be zero.

6.5 Moderating NEA units

The purpose of external moderation is to make sure that the standard of marking is the same for each centre and that internal standardisation has taken place.

The administration pages of our website provide full details about how to submit work for moderation. This includes the deadline dates for entries and submission of marks. For moderation to happen, centres must submit their marks.

6.5.1 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of students' work. Work for moderated units can be uploaded to us using our Submit for Assessment service or sent by post.

Copies of students' work must be kept until after their units have been awarded and any review of results or appeals processed.

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As it is essential for us to have sample work available at awarding meetings, we may ask some centres to release work for awarding and archive purposes. We will let you know as early as possible if we need this from you and always appreciate your co-operation.

6.5.2 Outcome of moderation

Centres will receive the final outcomes of moderation when the provisional results are issued. Results reports will be available for you to access. More information about the reports that are available is on our administration pages.

6.6 Resubmitting moderated work to us to improve the grade

We use the term '**resubmission**' when referring to student work that has previously been submitted to us for moderation. Following moderation, if you and the student feel they have not performed at their best during the assessment, the student can, with your agreement, improve their work and resubmit it to you again for assessment. You must be sure it is in the student's best interests to resubmit the work for assessment.

There is one resubmission opportunity per NEA assignment. Students can only resubmit work using the **same** assignment if the assignment is still live. The series for which the assignment is live will be shown on the front cover of the assignment. We will not accept resubmitted work based on an assignment that is no longer live.

If students wish to resubmit a unit after the live assessment date has passed, they must submit work using the new live assignment for the unit for the resubmission.

If students are resubmitting in a different academic year, they can use the evidence they produced for the previous year's assignment, but they will need to make any changes that are necessary so that the work meets the requirements of the new scenario and task. (In some cases, using work from a previous year's assignment could mean using it and only making minor changes because the evidence still meets the requirements of the new assignment.)

Students can also build on the work to improve it. All work for a resubmission must be completed under the required teacher supervised conditions and marked against the marking criteria. You must not over direct students on how to adapt/improve work to meet the requirements of the new assignment. You must adhere to all requirements relating to giving and recording feedback from sections 6.3 and 6.7.

6.7 Recording feedback and decisions

For reattempts and resubmissions, you must record the reasons why a student has been allowed to reattempt or resubmit in your centre's assessment decisions records. You must also follow our guidelines on giving feedback and record the feedback given to the student. All feedback given to the student for the purpose of a reattempt or resubmitting work must be recorded. We have created a set assignment feedback form, available on Teach Cambridge, which you can use to help support this. We monitor the assessment decisions you make. You must follow the guidelines outlined in Section 6.

We reserve the right to request the written feedback and the work in its original state. If you do not meet the requirements this will be treated as malpractice.

Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

See Section 7.3 for terminal assessment rules.

7 Administration

The information in this section gives an overview of the processes involved in administering this qualification. All of the following processes require you to submit something to OCR by a specific deadline. More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of our website.

7.1 Assessment availability

There are two assessment series available each year in January and June to all students. Students can be entered for different units in different assessment series.

All students must take the exam at a set time on the same day in a series.

Certification (where students achieve the qualification) is available each January and June.

Series	Unit availability	
	Unit R032	Units R033 – R035
January	✓	✓
June	✓	✓

- First assessment for externally assessed unit R032 is January 2024
- First assessment for NEA units R033-R035 is January 2023
- Certification is available from January 2024

7.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website.

7.3 Entry rules, including Terminal Assessment

Terminal assessment rule

The externally assessed unit must be taken as terminal assessment. This means the exam for unit R032 must be taken in the student's final assessment series which could be in January or June. This exam contributes 40% of the total marks available for the qualification.

NEA units can be submitted in any series but must be submitted either before or in the same series as the externally assessed unit.

Certification entries

- For a student to achieve the qualification, you need to make a qualification certification entry (aggregation) for the student's final series
- To be eligible to receive a result, the student must have been entered for both NEA units and met the terminal assessment rule
- You can make certification entries for the final series:
  - via Interchange or EDI at the same time as unit entries for the exam
  - by submitting a post-results late certification request via Interchange before the post-results late certification deadline for the series, which is after you have received exam results for that series
- As a contingency arrangement, if you miss the post-results late certification deadline, you can make a certification entry in a future series, provided:
  - no further assessment has taken place since the terminal rule was met, and
  - you are making a certification entry only for the qualification in that future series (meaning you are not resitting or resubmitting a unit in the same series).
- You can make certification entries in the January or June series – this is the series that will appear on the qualification certificate

- Certification entries and late certification requests are always free of charge.

Post-result late certification

- Post-results late certification requests must be submitted via Interchange by the post-results deadline for the series. The deadline for each series can be found in the key dates document in the Administration area of our website
- **Note: Once the student has sat the exam in the June series, it is not possible to make a late certification request for the January series, as the final assessment series is now June.**

Resitting units before certification

- Students can take the exam before all the NEA units are completed. This is classed as a 'practice attempt'
    - 'Practice attempts' do not count towards the student's overall grade or in performance tables. The student will be issued with a unit result only
    - When the student has completed all the NEA units, if you do not make a certification entry when you enter for the exam, the exam will be classed as a practice attempt unless you make a late certification entry or a certification entry in a subsequent series
    - If a student takes the exam again after a practice attempt, the result of the latest attempt will count towards the qualification result, even if the practice attempt result was higher
- Work for each NEA assignment can be re-submitted once before the overall qualification is awarded. Students can only resubmit work using the same assignment if the assignment is still live. We will use the best result of both attempts towards the qualification result.
- If a student takes an NEA unit multiple times using different assignments for that unit, the best result of all attempts will be used to calculate the qualification result as long as they meet the terminal assessment rule.

Retaking the qualification

- After a student has achieved a qualification result, they can resit the externally assessed unit and submit the NEA units again in a later series to improve their qualification result:
    - students can resit the exam without resubmitting the NEA units
    - students cannot resubmit the NEA units only to improve results. In order to meet terminal assessment requirements, they must also resit the exam if they are resubmitting NEA units.
- Students can only resubmit work using the same assignment if the assignment is still live. The live assessment dates will be shown on the front cover of the assignment. We will not accept work based on an assignment that is no longer live. If students wish to resit a unit after the live assessment date has passed, they must submit work using the new live assignment.
- The result from the first overall qualification result is used towards the performance tables.

Please refer to the Administration pages of the OCR website (Administration - OCR) for more information on early entry and discounting.

7.4 Equality Act information relating to Cambridge Nationals

The Cambridge Nationals require assessment of a broad range of skills and, as such, prepare students for further study and higher-level courses.

The Cambridge Nationals qualifications were reviewed to check if any of the competences required presented a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

7.5 Accessibility

There can be adjustments to standard assessment arrangements on the basis of the individual needs of students. It's important that you identify as early as possible whether students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allows them to demonstrate attainment.

If a student requires access arrangements in assessments that need approval from us, this must be gained in Access Arrangements Online. You must select Cambridge Nationals at time of application; approval from GCSE or A Level applications do not extend to Cambridge Nationals. However, more than one qualification type can be selected when making an application. For guidance or support please contact the Special Requirements Team.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet Access Arrangements and Reasonable Adjustments.

If you have students who need a post-examination adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document A guide to the special consideration process.

If you think any aspect of this qualification unfairly restricts access and progression, please email or call our Customer Support Centre.

The access arrangements permissible for use in this specification are as follows:

Access arrangement	Yes/No	Type of assessment
Reader/Computer reader	Yes	All assessments
Scribes/Speech recognition technology	Yes	All assessments
Practical assistants	Yes	All assessments
Word processors	Yes	All assessments
Communication professional	Yes	All assessments
Language modifier	Yes	All assessments
Modified question paper	Yes	Timetabled examinations
Extra time	Yes	All assessments with time limits

7.6 Requirements for making an entry

We provide information on key dates, timetables and how to submit marks on our website.

Centres must be registered with OCR in order to make any entries. We recommend that centres apply to become a registered centre with us, well in advance of making their first entries. Details on how to register with OCR can be found on our website.

7.6.1 Making estimated unit entries

Estimated entries are not required for Cambridge Nationals in Health and Social Care.

7.6.2 Making final unit entries

When making an entry, centres will need the unit entry codes and component codes. Students submitting work must be entered for the appropriate unit entry code from the table below.

Unit entry code	Component code	Assessment method	Unit titles
R032	01	Written paper	Principles of care in health and social care settings
R033	01	Moderated – Upload	Supporting individuals through life events
R033	02	Moderated – Postal	Supporting individuals through life events
R034	01	Moderated – Upload	Creative and therapeutic activities
R034	02	Moderated – Postal	Creative and therapeutic activities
R035	01	Moderated – Upload	Health promotion campaigns
R035	02	Moderated – Postal	Health promotion campaigns

The same component code must be used for all students entered for a unit in the same session.

Work for moderated units can be uploaded to us using our Submit for Assessment service or sent by post.

The short title for these Cambridge National qualifications is CAMNAT and will display as such on our secure website, 'Interchange' and some of our administrative documents.

You do not need to register your students first. Individual unit entries should be made for the series in which you intend to submit or resubmit an NEA unit or sit the externally assessed examination.

Only make a certification entry using the overall qualification code (see section 7.7) in the final series.

7.7 Certification rules

Students must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Students must be entered for:

- OCR Level 1/Level 2 Cambridge National in Health and Social Care - certification code J835.

7.8 Unit and qualification resits

Students may resit the externally assessed unit R032**. Please see** section 7.3 **for information relating to our terminal assessment approach.**

Students may resit each NEA assignment once. The best unit result from the NEA units will be used to calculate the certification result.

You must make sure that when arranging resit opportunities they are fair to all students and do not give students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting a NEA unit, students must submit new, amended or enhanced work, as detailed in the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

Centres must make sure that when arranging resit opportunities they do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if it is clear that the student has taken full advantage of the first assessment opportunity and formative assessment process.

7.9 Post-results services

A number of post-results services are available:

- reviews of results – If you think there might be something wrong with a student's results, you may submit a review of marking or moderation
- missing and incomplete results – This service should be used if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied
- access to scripts – our free service for exams officers to download copies of students' completed question papers
- late certification – following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification**. This is a free service.

Please refer to the JCQ Post-Results Services booklet and the OCR Administration page for further guidance about action on the release of results.

For internally assessed units the review of results process cannot be carried out for one individual student; the outcome of a review of moderation must apply to a centre's entire cohort.

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Appendix A: Guidance for the production of electronic evidence

Structure for evidence

The centre-assessed (NEA) units in this qualification are units R033-R035. For each student, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the student's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top-level folder detailing the student's centre number, OCR candidate number, surname and forename, together with the unit code (R033–R035), so that the portfolio is clearly identified as the work of one student.

Each student's internal assessment portfolio should be stored in a secure area on the centre's network. Before submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save students' work using an appropriate file format.

Students must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. **Where this is not available, the file format is not acceptable.**

Evidence submitted is likely to be in the form of word processed documents, presentation documents, digital photos and digital video.

To make sure files are compatible, all files submitted electronically must be in the formats listed on the following page. Where new formats become available that might be acceptable, we will provide further guidance. We advise against changing the file format that the document was originally created in. Files should be exported in a generic format that can be opened on a PC computer system without any specialist software applications. It is the centre's responsibility to make sure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each student.

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Standard file formats acceptable as evidence for the Cambridge Nationals are listed here.

File type	File format	Max file size*
Audio	.3g2 .3ga .aac .aiff .amr .m4a .m4b .m4p .mp3 .wav	25GB
Compression	.zip .zipx .rar .tar .tar .gz .tgz .7z .zipx .zz	25GB
Data	.xls .xlsx .mdb .accdb .xlsb	25GB
Document	.odt .pdf .rtf .txt .doc .docx .dotx	25GB
Image	.jpg .png .jpeg .tif .jfif .gif .heic .psd .dox .pcx .bmp .wmf	25GB
Presentation	.ppt .pptx .pdf .gslides .pptm .odp .ink .potx .pub	25GB
Video	.3g2 .3gp .avi .flv .m4v .mkv .mov .mp4 .mp4v .wmp .wmv	25GB
Web	.wlmp .mts .mov-1 .mp4-1 .xspf .mod .mpg	25GB

If you are using **.pages** as a file type, please convert this to a pdf prior to submission.

*max file size is only applicable if using our Submit for Assessment service.

Submit for Assessment is our secure web-based submission service. You can access Submit for Assessment on any laptop or desktop computer running Windows or macOS and a compatible browser. It supports the upload of files in the formats listed in the table above as long as they do not exceed the maximum file size. Other file formats and folder structures can be uploaded within a compressed file format.

When you view some types of files in our Submit for Assessment service, they will be streamed in your browser. It would help your moderator or examiner if you could upload files in the format shown in the table below:

File type	File format	Chrome	Firefox
Audio	.mp3	Yes	Yes
Audio	.m4a	Yes	Yes
Audio	.aac	No	Yes
Document	.txt	Yes	Yes
Image	.png	Yes	Yes
Image	.jpg	Yes	Yes
Image	.jpeg	Yes	Yes
Image	.gif	Yes	Yes
Presentation	.pdf	Yes	Yes
Video	.mp4	Yes	Yes
Video	.mov	No	Yes
Video	.3gp	Yes	No
Video	.m4v	Yes	Yes
Web	.html	Yes	Yes
Web	.htm	Yes	Yes

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Appendix B: Command and descriptor words

External assessment

The table below shows the command words that will be used in exam questions. They show what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Word(s)	Students will....
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the pros and cons of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Annotate	• Add information, for example, to a table, diagram or graph until it is final • Add all the needed or appropriate parts
Calculate	• Get a numerical answer showing how it has been worked out
Choose	• Select an answer from options given
Circle	• Select an answer from options given
Compare and contrast	• Give an account of the similarities and differences between two or more items or situations
Complete	• Add all the needed or appropriate parts • Add information, for example, to a table, diagram or graph until it is final
Create	• Produce a visual solution to a problem (for example: a mind map, flowchart or visualisation)
Describe	• Give an account including all the relevant characteristics, qualities or events • Give a detailed account of
Discuss	• Present, analyse and evaluate relevant points (for example, for/against an argument)
Draw	• Produce a picture or diagram
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Explain	• Give reasons for and/or causes of • Use words or phrases such as 'because', 'therefore' or 'this means that' in answers
Fill in	• Add all the needed or appropriate parts • Add information, for example, to a table, diagram or graph until it is final
Identify	• Select an answer from options given • Recognise, name or provide factors or features
Justify	• Give good reasons for offering an opinion or reaching a conclusion
Label	• Add information, for example, to a table, diagram or graph until it is final • Add all the necessary or appropriate parts
Outline	• Give a short account, summary or description
State	• Give factors or features • Give short, factual answers

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Non examined assessment (NEA)

The tables below show the descriptor 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 descriptor word.

Mark Band (MB1) Words:

Descriptor 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:

Descriptor 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.

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Mark Band (MB3) Words:

Descriptor 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.

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