

Examiners' Report/ Principal Examiner Feedback

Summer 2010

Principal Learning

Society, Health and Development Level 1 Controlled Assessments

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Introduction

This moderation series showed a significant increase in the number of centers submitting work for moderation.

It is pleasing to report that all work moderated this summer shows that centers are actively supporting their learners in accessing the entire range of grading criteria for the relevant units and that the majority of learners are applying their knowledge to the four sectors as required by the Society, Health and Development Principal Learning units at Level 1.

It is also pleasing to report that generally, centres' are encouraging their learners to gather evidence for the internal units from work experience placements or from current knowledge disseminated through relevant guest speakers. This approach to evidence collection supports the applied ethos of the Society, Health and Development Diploma.

Centres are also seen to be acting on the previous advice given regarding the assessment focus for each of the learning outcomes across the range of internally assessed units, as most are now ensuring that their assignment briefs reflect the requirements of the actual marking grids for each learning outcome rather than just the assessment focus.

The majority of centers that submitted work for moderation this series supplied the correct moderation sample. Annotation by center assessors indicating where evidence could be found against relevant Learning Outcomes supported the moderation process and this is to be encouraged.

The best work seen was produced as a result of case studies or scenarios either set by the centers or related to those supplied within the specification. Where centers generated their own assignment brief, internal verification procedures were seen to be useful in ensuring that these were fit for purpose.

There were some instances where centres did not supply the correct Candidate Record Sheets as available on the Edexcel website. This hindered the moderation process although centers were quick to respond to requests to supply the relevant paperwork. In some of the work sampled this series, there was no authentication signature from the learner. Centres are advised to ensure the mark record form has been signed by both the learner and the assessor.

The administration of paper work was not always consistent across centers, key issues being EDI forms not sent with the samples; marks totalled incorrectly; inaccuracies between marks on the EDI and the mark record sheet. Centers are advised to ensure that the sample of learner work supplied for moderation is sent with all necessary paperwork and that marks on the candidate record sheets are added up correctly and entered accurately on the Edexcel system.

There were some instances where centres had carried out internal standardisation and, as a result of this process; it was recommended that marks should be changed. However, learner marks were entered that did not reflect these changes although the changes were supported during moderation.

Most centres are now authenticating and entering the grid mark accurately. However, in a small number of centers the grid B mark awarded was not obvious or was given as a summative mark for the entire learning outcome. This delayed the moderation process. Where Learning Outcomes have marks available on two Marking Grids - A and B - it is important that centers enter these marks separately on the relevant sections of the candidate record sheet. This series showed an increase in the centers use of observation / witness statements, particularly with respect to grid B marks. This is seen as good practice and is to be encouraged. However, centers need to ensure that assessor comments and statements are fully mapped to the evidence requirements for the marks awarded.

Generally learner work was well presented. Annotation, by centre assessors of learner evidence to learning outcomes, and relevant mark bands was very helpful during the moderation process.

Where learner evidence is supplied in poster format it is helpful if photographic evidence of large posters is supplied in place of the actual poster evidence. It is essential that photographic evidence clearly shows relevant text and images.

Assessors are, generally, seen to be assessing learner work more accurately in this series. Annotation by centre assessors regarding where learner work can be seen is very helpful to the moderation process. It would also be helpful if assessors could annotate the relevant mark band awarded.

Level 1 Unit 1 - Exploring the Sectors

General Comments

This unit allows learners to explore each of the four sectors giving them a basic knowledge of the structure, purpose and practical workings of the children and young people's, social care, community justice and health sectors.

Generally learners were able to show understanding of the purpose and structure of the four sectors and the range of services delivered in them.

Learners carried out investigations into four sectors, often using questionnaire for primary research and the internet mainly for secondary research. Not all learners completed a plan for the investigation. Learners who used the street incident were able to accurately outline how services work together to provide different services. Some learners identified services provided and job roles however did not identify how they work together. At its best learners discussed community projects where services worked together to improve an area/ services.

Learning Outcome 1

Here, the learner is required to plan, carry out and review their own investigation into the four sectors. They list, outline or describe the stages of their investigation and identify methods used to gain the information about the sectors.

Learners had used a range of sources for their investigation. Centres are advised that the inclusion of a bibliography here would increase the learners understanding of the investigative process. Learners were asked to include the questions that they used for their investigation. In the majority of work seen there was evidence that this was fairly well addressed.

All of the learners completed an investigation however the majority only provided limited evidence of planning and review of this. The information submitted as evidence was often briefly presented in a power point or list format, in which learners demonstrated evidence of planning but not of a timescale.

Learning Outcome 2

This learning outcome requires learners to identify, outline or describe the overall structure and purpose of each of the four sectors. The majority of learners were able to identify the overall structure and purpose with some able to outline or describe. The information was provided in chart or diagram format with some additional explanation. Some of this evidence also appeared in other learning outcomes.

Many centres provided the learners with plans to follow and marks awarded were across all mark bands. The learners looked at the four sectors but some did not provide sufficient detail to improve their marks. The plans were suitable to enable the learners to provide the evidence depending on their understanding of key words.

Learning Outcome 3

In LO3, learners are asked to outline how sectors work together to provide two different services. Most learners were able to identify how the sectors worked together with the majority providing clear outlines of how two services worked together across the sectors, some using a case study format. The information provided examples from across the sectors.

Scenarios were used by some centres. This enabled the learners to show how the different sectors work together to deal with incidents and provide help and support for the people affected.

Learning Outcome 4

For this learning outcome the learner is required to show how the four organisations work together in a local or regional community to deliver a service and/or improve the community. They must include the role of each in this process.

In this moderation series the learners provided information outlining how the sectors work together and explained the types of support provided. Some centres generated the evidence for this learning outcome by carrying out research and interviews into the four sectors. They asked questions during the interviews and evidence was submitted. The learners clearly benefited from this activity however there was limited evidence of reviewing their investigation so see if they achieved what they set out to do.

Some centres focused on the sectors rather than the organisations that work together which allowed only minimum marks to be awarded for good work. Others had identified four organisations but how they work together was very weak/no evidence.

Level 1 Unit 2 - Exploring Principles and Values

This unit allows learners to develop an awareness of the principles and values that underpin the following sectors: children and young people, social care, community justice and health sectors.

This unit is best achieved when learners have spent some time in a vocational placement. The reflection part of the unit is very difficult to achieve without some vocational experience.

Learners were able to identify rights, responsibilities and equality with examples. They were able to understand the importance of confidentiality and good examples were given.

A wide range of different pieces of legislation were included in the work for each of the four sectors. Learners were able to identify their own values.

Learning Outcome 1

Learners are required to plan and carry out research into the terms rights, responsibilities, diversity and equality. They must identify, outline or describe the meaning of these terms and their importance when working with individuals, groups and communities. At least three examples must be used.

All of the learners had carried out some research but there was little evidence of planning how they would complete this work. The majority of this work was identification with some outlining.

In some cases Assignment Plans were available but some of the learners did not provide sufficient evidence to cover the meaning of the terms and the importance to improve the mark, perhaps planning could include key words with their meanings.

Learning Outcome 2

For this learning outcome learners are required to identify, outline or describe what is meant by confidentiality. They must then show why confidentiality is important and the possible consequences of a breach of confidentiality. At least two examples must be used.

The information provided by the learners mainly identified what is meant by confidentiality with some able to outline, some were able to explain what a breach of confidentiality was and the consequences. In the majority of work sampled this learning outcome tended to be evidenced well.

Learning Outcome 3

For this learning outcome learners are required to identify, outline or describe one piece of relevant key legislation and one code of practice for each of the four

sectors. They must then use examples to show the role they play in supporting the principles and values of the sector.

In some cases learners had a plan to follow but did not clearly cover the legislation and relate this to the sectors. The learners all had issues with identifying the codes and legislation clearly, marks awarded in mark band 1 and low mark band 2. Perhaps the plans could relate to identifying the sectors first, then looking at legislation and codes of practice and values.

Learning Outcome 4

Here, learners are required to carry out an exploration of values and principles. They must identify, outline or describe how different values are promoted in one setting in each sector, using examples.

Learner evidence for this outcome is generated by them applying different values across a variety of settings in the four sectors. The majority of learners were able to identify how different values were promoted in a variety of settings across the four sectors using a grid format. Some were also able to outline values providing more than one example for each sector with some description.

Learning Outcome 5

Here, learners are required to reflect on their own principles and values and identify, outline or describe how these relate to those of the sectors.

All of the learners were able to reflect upon their own values; with some able to say how they had changed. Some of this was a little concise however it was good work, which the learners tried to complete in an honest manner. If they had planned appropriately in LO 1 this evidence could have been even stronger.

Level 1 Unit 3 - Working Together

General Comments

Learners submitted a variety of evidence; there were interesting and creative ideas for events. There was good demonstration of knowledge and understanding of partnership working. In some cases, the evidence was supported by written work, which allowed learners scope to access higher mark bands.

Annotation of the evidence submitted by learners was better, however assessors should be encouraged to annotate the mark bands as well as the learning objective against the evidence submitted.

Learning Outcome 1

Learners demonstrated good understanding of partnerships and their role. However, the planning and investigation aspect was limited in the work seen this series. Centres are advised to include evidence of planning and investigation to access higher marks this could be in the format of a table indicating dates, tasks, resources, and the monitoring the achievement of the tasks.

Learning Outcome 2

In majority the work seen this series, learner's demonstrated knowledge and understanding of the meaning of partnership working, this was often supported with examples.

Learning Outcome 3

Evidence for this learning objective was limited, understanding of ways in which individuals receiving services are involved decision making was generic or limited. Centres are advised to include evidence of how services users are involved in decision making in order to access higher marks. Centres are advised to focus on the service being offered and then investigate ways in which individuals receiving services are involved decision making

Learning Outcome 4

In general, this learning objective was well evidenced, learners understood the role of individuals within the team, however evidence for the purpose of the team was limited evidence submitted this series tended to focus on the purpose of the team event.

Learning Outcome 5

In the main, the first part of this learning objective was well evidenced, learners took part in interesting and creative team events however, planning and solving

problems aspects were limited in majority of the work seen for this series. This can be evidenced in a simple table with dates, tasks, and resources, monitoring the achievement of tasks, what problems were encountered and how they were solved.

Some centres submitted evidence from Young Enterprise for LO4 and LO5. Ideally, the evidence for LO4 and LO5 should be related to the Line of Learning, allowing learners to generate sufficient evidence for each criteria and access higher mark bands.

Level 1 Unit 4 - Are we Communicating?

General Comments

It is pleasing to report that this series has seen a significant increase in the number of centres submitting work for moderation. Approximately 50 centres supplied learner's work for this unit in this moderation series.

Learners are required to provide evidence for 5 learning outcomes for the assessment of this unit. Across all centres moderated, the learners were provided with appropriate opportunities to provide evidence relevant to the requirements for the learning outcomes for this unit.

In the majority of centres moderated, learners were encouraged and given the opportunity to gain their evidence through employer engagement by work experience or by information supplied through relevant visiting speakers. This supports the applied ethos of the SHD diploma and generated valid and relevant evidence for moderation.

It is pleasing to report that this series showed a significant improvement in learner evidence that was directly mapped to the learning outcomes and mark band requirements. This is mainly due to centres compiling assignment briefs that relate to the mark band requirements instead of the assessment focus which merely sets the scene for the learning outcome and does not explicitly give mark band requirements.

Learning Outcome 1

Most learners were able to show evidence of understanding methods of communication appropriate to both 1:1 and group interactions. Generally this area was well evidenced and awarded in mark band 2. There was less coverage of examples that covered a range of individuals and some learner's work did not explicitly demonstrate knowledge of two differences between formal and informal situations as required by the marking grid.

Learning Outcome 2

Most learners were able to supply evidence for different methods of communication, Braille and sign language being the most frequent examples used. Some work was presented on posters alongside evidence for LO1. Whilst this evidence was accurate the method of presentation often prevented a full description being given as required for marks in mark band 3. This learning outcome requires learners to identify, outline, or describe two different methods of communication and then go on to outline, describe or explain (for mark band 3), why it is important to use different methods of communication. Very few learners demonstrated ability to explain for mark band 3. Some descriptive evidence was seen from most centres.

Learning Outcome 3

Most learners were able to demonstrate their skills used in either a 1:1 or group interaction. In some work seen the coverage of barriers was generic and would be improved by relating to the interaction carried out by the learner. Some centres made good use of witness statements - this is seen as good practice.

LO3 consists of both grid A and grid B marks. Grid A marks are awarded for learner's evidence of their knowledge of skills used in their interaction. Grid B marks are awarded for their actual ability to use these skills. It is pleasing to report that this series has seen an improvement in centres understanding of how and why these marks are awarded. The majority of centres supplied relevant observation records to support their awarding of grid B marks.

Learning Outcome 4

The majority of learners included evidence for at least one record that is kept across all four sectors. Boundaries for sharing information was less well addressed.

Learning Outcome 5

Generally, learners were able to complete three records accurately. However, the choice of records to be completed by the learners had a direct effect on the learners ability to access marks in the higher mark band. Where centres supplied records that simply required learners to tick boxes, their ability to demonstrate that they could complete forms with full detail was limited.

Level 1 Unit 5 - Is It Safe?

General Comments

Learners carried out an investigation into different diseases, most selected colds, influenza, chest and stomach infections, and thrush and athletes foot. Good knowledge of diseases and how these are transmitted. Planning was generally good and learners were able to identify problems and how to overcome. Learners identified a range of precautions to safeguard children including fire evacuation, food regulations, general health and safety equipment, CRB and police checks.

Learning Outcome 1

For this learning outcome, learners are required to plan and carry out an investigation into a setting, identifying, outlining or describing one example each of common bacterial, viral and fungal infections relevant to the setting, a method by which each is transmitted and at least three standard precautions to prevent the spread of infection.

Most learners were able to identify the main causes of infection with some outlining and description of precautions. However, the majority did identify a specific setting and provide a plan about how they investigated this work.

Learners provided evidence of planning and carrying out an investigation into a variety of infections that could be appropriate to a setting. There was good use of visits and guest speakers (infection control nurse) to generate evidence for this unit.

Learning Outcome 2

Here, learners are required to explore issues from different perspectives and identify, outline or describe three procedures in the setting that aim to safeguard children, young people and/or vulnerable adults (as relevant to the setting)

Learners were able to give a variety of procedures aimed at safeguarding these included CRB, staff training, security and confidentiality. In the majority of cases learners presented this evidence in either an essay or power point format. The majority of learners were able to identify with some outlining the ways in which vulnerable people can be protected from harm and abuse. There was limited evidence of exploration of issues or any notes from discussion in relation to different perspectives.

Learning Outcome 3

Learners are required to identify, outline or describe three pieces of relevant key legislation and/or regulations and indicate how they help to promote health, safety and security in the setting

In most cases learners were able to demonstrate their knowledge on a range of legislation to promote health safety and security in a chosen setting. Evidence included Health and Safety at Work Act 1974, Manual handling and Control of Substances Hazardous to Health, Children Act.

Learning Outcome 4

For this learning outcome learners are required to identify, outline or describe three organisational policies and two reasons for organisations having policies for health, safety and security and how these protect individuals.

Learners outlined a variety of policies (health and safety, manual handling, child protection, behaviour and collection of children), saying why we have them and how they protect individuals. In some cases learners could demonstrate understanding of policies but struggled to link them to protecting individuals.

Learning Outcome 5

Here, learners are required to plan and carry out a basic health and safety risk assessment for a specified setting, identifying, outlining or describing the stages and at least three potential risks to self and others and how these can be minimised, presenting a persuasive case for action.

All learners identified some risks and hazards and how these could be minimized, with some going on to outline or describe. However there could have been more detail about how they planned and carried out the risk assessment. The use of photographs as evidence of hazards was a positive feature in this learning outcome.

Good guidance for the risk assessment and evidence produced indicated that the plan was successful in enabling learners to produce evidence. In some cases an observation record sheet was used to support learner evidence for learning outcome five however most of these needed to be authenticated by learner and dated.

Level 1 - Unit 7- Meeting Needs

General Comments

It was particularly pleasing to see that there was a variety of evidence presented for this unit, (posters, written evidence, role play etc). In some cases the evidence was supported by written work, which allowed learners scope to access higher mark bands

Annotation of evidence was better this series; however both learning objectives and mark bands need to be annotated against the achievement of evidence. There was some evidence seen this series where only the learning objective was annotated.

In general, the lack of research for this unit and the choice of the two individuals often limited candidates in accessing the higher mark bands.

Overall, the approach in delivering the unit was inconsistent in that some centres asked candidates to complete the learning objectives in the order that appears on the assessment grid for this unit. In contrast other centres completed the learning objectives in the following order: LO1, LO5, LO2, LO3, LO4 and finally revisit LO5 to complete the remaining evidence requirement for this learning objective. This particular sequence allowed candidates to gather sufficient research evidence and apply their findings to access higher mark bands for this unit.

Learning Outcome 1

The evidence submitted clearly identified/ described the life stages of the lifespan, however there was lack of understanding of the needs and preferences that individuals may have at each stage in relation to their health and wellbeing. Centers are advised to encourage learners to focus the evidence on wellbeing as well as health. In the majority of the work seen this series, evidence was focused only on health.

Learning Outcome 2

Learners are required to Identify/describing/outline the circumstances, needs and preferences of two individuals and how these can be addressed, often these were based on case studies and limited the candidates in accessing the higher mark bands. In some cases the evidence only covered the needs aspect of this learning objective. Learners should be encouraged to focus on circumstances and preferences for each individual and to address the criteria fully. Better evidence was seen where learners had carried out independent investigations for two individuals.

Learning Outcome 3

Learners often identified/described/outlined the roles of at least three professionals for learning objective 3, however, these need to be across the

sectors. This aspect was found to be limited in the evidence sampled for this series. Evidence of reviewing and supporting the needs of the two individuals was also felt to be limited due to a lack of focused research. Centers are advised to base the evidence for this learning objective on the individuals used in LO2. This will allow better application of evidence and therefore, give learners the opportunity to access higher marks.

Learning Outcome 4

Some centers evidenced this learning objective well, there was clear focus on how each of the two individuals can address their own needs and how family, friends and carer(s) can help to support each of the two individuals in addressing these needs. However, in the evidence seen this series from some centers, learners demonstrated how the two individuals were able to address their own needs, but the evidence for the latter part of the criteria requirements were limited.

Learning Outcome 5

Overall, candidates identified methods of research to collect and collate information for learning objective 5. However, in majority of the evidence presented for moderation this series, there was limited evidence of primary research and, as a result, this often limited scope for accessing the higher mark bands. Candidates submitted limited evidence of reflecting on the research methods used to inform future progress

Level 1 Unit 8 - Growth and Development

General Comments

Learners are required to provide evidence for 6 learning outcomes for the assessment of this unit. Across all centres moderated, the learners were provided with appropriate opportunities to provide evidence relevant to the requirements for the learning outcomes for this unit. In the majority of centres moderated, learners were encouraged and given the opportunity, to gain their evidence through employer engagement by work experience or by information supplied through relevant visiting speakers. This supports the applied ethos of the SHD diploma.

This unit is very broad, requiring knowledge of stages of growth and development across the life stages, the assessment of development, health and social care issues relating to age, the importance of play and creative and therapeutic activities. Often learner evidence is seen that is well developed in some of these areas but not in all of them

It was particularly pleasing to see that there was a variety of evidence presented for this unit, (posters, written evidence, leaflets and observation records). In some cases the evidence presented on posters was incomplete or difficult to decipher.

Annotation of evidence was better this series; however both learning objectives and mark bands need to be annotated against the achievement of evidence. There was some evidence seen this series where only the learning objective was annotated.

Learning Outcome 1

Learners need to show at least an identification of key physical developments across the stages of the lifespan. This evidence is often presented in poster format.

The best evidence seen was based on a time line of development across the lifespan. Some centres presented evidence for development across all the PIES whereas the learning outcome requires just key physical development to be identified, outlined or described.

Learning Outcome 2

Learners need to, at least, list 3 health and 3 social issues related to age and ageing. Some centres gave evidence of 3 issues in total as opposed to the requirement for 3 health and 3 social issues.

Learning Outcome 3

The learner is required to plan and carry out an assessment of an individual's stage of development identifying, outlining or describing the methods used and supporting conclusions with evidence.

It is pleasing to report that most learners submitted evidence that was based on the actual assessment of an individual that had been carried out in place of secondary data. However, choice of the individual that the observation is to be carried out on does influence the ability of the learner to access the higher mark bands. Learners need to be encouraged to choose an individual that they can easily gain access to and also one whose actual life stage can be determined.

Learning Outcome 4

The learner evidence needs to at a minimum identify what is meant by life events and the impact that 3 examples of life events may have on an individual and their family.

Learners were prohibited from gaining marks in the higher mark bands where evidence was based on the lives of celebrities, as it was not easy to find information about the potential impact of life events. Information was usually restricted to that found in the tabloid press

Learning Outcome 5

The learner evidence needs to, at least, identify 3 types of play and how each of these could help promote physical, social and emotional development.

Evidence was generally well developed for this LO.

Learning Outcome 6

Evidence needs to explore possibilities and at least identify 3 ideas for development activities and develop brief plans for 2 of these.

Learners often found it difficult to explore possibilities for activities here. Also, often only 2 ideas were identified or outlined.

Statistics

Level 1 Unit 1 Exploring the Sectors

	Max. Mark	A*	A	B
Raw boundary mark	60	52	37	23
Points Score	4	3	2	1

Level 1 Unit 2 Exploring Principles and Values

	Max. Mark	A*	A	B
Raw boundary mark	60	52	37	23
Points Score	4	3	2	1

Level 1 Unit 3 Working Together

	Max. Mark	A*	A	B
Raw boundary mark	60	52	37	23
Points Score	4	3	2	1

Level 1 Unit 4 Are We Communicating

	Max. Mark	A*	A	B
Raw boundary mark	60	52	38	24
Points Score	4	3	2	1

Level 1 Unit 5 Is it Safe?

	Max. Mark	A*	A	B
Raw boundary mark	60	51	37	24
Points Score	4	3	2	1

Level 1 Unit 7 Meeting Needs

	Max. Mark	A*	A	B
Raw boundary mark	60	51	37	24
Points Score	4	3	2	1

Level 1 Unit 8 Growth and Development

	Max. Mark	A*	A	B
Raw boundary mark	60	51	37	23
Points Score	4	3	2	1

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

Please note: *Principal Learning qualifications are new qualifications and grade boundaries for Controlled Assessment units should not be considered as stable. These grade boundaries may differ from series to series.*

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