

Examiners' Report/ Principal Examiner Feedback

Summer 2010

PRINCIPAL LEARNING

Society, Health and Development Level 2 Controlled Assessments

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Principal Learning Society, Health and Development Level 2 Controlled Assessment Units

Introduction

The judgement of the moderators and examiners is that many centres have shown improvements from the January 2010 series as they have better addressed the requirements of the qualification and taken into account the contents of centre unit E9 reports from their External Moderator as well as previous series Chief Examiner Reports.

It is still early days for trends to have been established, however it is evident that a pattern continues towards improved achievement and this reflects the improvements in teaching and preparation in line with guidance delivered at the Edexcel run training events. It is highly recommended that centres take advantage of these opportunities throughout the academic year, particularly the feedback events and bespoke / customised training events.

The Board of moderators and examiners once again exercised great care to ensure that standards were comparable across the full range of units for Level 2, and that the moderated marks were based solely on the Mark Bands within the Marking Grids.

Many centres, using the Candidate Record Sheets for internally assessed units provided by Edexcel, provided evidence as required to allow the assessment criteria to be effectively applied and moderated. However, some centres still continue to use alternative formats and sometimes completely miss some of the assessment evidence requirements, especially Marking Grid B in relevant units, and vital learner information eg. centre number and name, candidate number and name, marks awarded and final/total mark awarded. Also, some centres have combined learning outcome marks together and written these on the Candidate Record Sheet. This is problematic for external moderation as the external moderator can then not simply moderate each learning outcome mark. It is requested that centres do not do this in the future but complete the Candidate Record Sheet as it is set out, learning outcome by learning outcome.

It is also evident that whilst some centres have applied and used a consistent and effective system for the annotation of scripts, some centres are still not completing this well, and some not at all. A consistent and accurate system of annotation is essential for accuracy of marking and internal moderation and centres are encouraged to embrace this in the future.

Centres should revisit the specification, the teachers' guide and the website for the example assessment materials, schemes of work, assignment briefs and record sheets / observation record sheets to be used, and use these to inform their teaching, learning and assessment strategies.

A number of centres have done well. Contributing factors include:

- Plenty of contextualised and applied learning opportunities relevant to some or all of the four sectors under investigation.
- Effective partnership/collaborative work with local organisations and

employers from across the four sectors.

- Effective communication and collaboration across the consortium partners and members to include the exams officer/s.
- Effective internal quality assurance system (standardisation and moderation)

With regards to the delivery model used, centres are strongly advised to use the templates provided and to ensure that all sections and insertions are completed. At least one key member of the programme team should be encouraged to attend the nearest Edexcel feedback and/or training event (see www.edexcel.com for a list of events available and booking details). Significant improvements have been seen by centres who have accessed 'Bespoke' training events delivered at their centre / consortium where their specific needs can be addressed by an SHD Diploma senior assessment associate.

Notice should be taken of Annexe E and the information contained within about controlled assessment conditions. It is evident that some centres have embedded this within their planning and practice for this assessment series; however there are still a number of centres who are still not adhering to this as yet. You are advised to read Annexe E (www.edexcel.com) and take its contents into consideration in the future.

Centres are advised to access and read their E9 moderator feedback reports for each of their individual units submitted for external moderation for this June 2010 series, these reports are specific to their own centre and performance and will greatly contribute to their future planning and improvement.

Many centres deserve great praise for coming to terms with the demands of this qualification. If the advice and guidance provided above and within the following unit reports can help consolidate the good practice already evident and help other centres to improve their provision to match that of the best centres, we can look forward to an even stronger performance in this coming 2011 January series.

Level 2 Unit 1 Principles, Values and Personal Development

General Comments

The unit is quite demanding at Level 2, however, it is vitally important as it underpins good practice within the four sectors. It is pleasing to note that the coverage of the Learning Outcomes is in general improving with most learners now targeting appropriate and relevant data. Learning Outcomes 2, 5 and 7 on occasions remain weak in this respect, as some learners are not as yet providing full and appropriate coverage of the required information.

Learning Outcome 1

It is pleasing to note that learners are now demonstrating evidence of the awareness and to some degree an understanding of the twelve terms as directed in the assessment focus. Many learners work grouped culture and belief systems together, but had provided some effective evidence to demonstrate their knowledge. A substantial amount of learners provided explanatory evidence and links between the terms. There is no requirement to apply the terminology to the four sectors at this stage, however, learners should be dissuaded from providing dictionary definitions and credit should be given for examples, which go some way to ensuring the work is explanatory and therefore targets Mark Band 3.

Learning Outcome 2

Within the evidence sampled, clear descriptions were made in relation to equality and diversity with some good indications as to how it can be promoted. Evidence indicated that some of the learners had made correct links to all four sectors but others had only made reference to one or two, all four sectors should be covered, with examples being provided of inter and intra relationships if possible. The section tended to be brief in many instances with lack of any or little examples of how equality and diversity could be promoted, such examples could include: communication, respecting individuality, acknowledging personal beliefs, non-judgemental attitudes etc.

Learning Outcome 3

On occasions the learning outcome was covered by inappropriate behaviour in general. The behaviour tended to relate to the service user and not staff working within the sectors. Examples of such behaviour were; drunken behaviour and verbal abuse. Appropriate examples relating to workers within the sectors could be: discrimination and stereotyping. Where learners provided general examples, they had difficulty in fulfilling the remainder of the requirements for the Learning Outcome, which were, the recognition of inappropriate behaviour and ways to challenge it.

Learning Outcome 4

The information required to meet this Learning Outcome is vast and it is recommended that centres allocate substantial time to enable learners to provide full coverage. Many learners completed the requirements within a table. This is the most appropriate way to display the information, providing the work is explanatory of learners are attempting to target Mark Band 3. Many of the learners had made good links to the different pieces of legislation that support individuals' rights and some learners had developed their answer to provide examples. Policies and procedures were often inferred to different organisations, with a small number of learners providing information on how this combines to provide a framework to

maintain and improve the quality of practice. Learners will benefit from gaining experience within the four sectors where they can perhaps request evidence of policies and procedures used within various organisations.

Learning Outcome 5

This learning outcome was well evidenced by the majority of the learners. The learners demonstrated a good approach to their own values, knowledge and skills in relation to the work of the different sector. The more able learners are now addressing their own values, knowledge and skills under different subheadings and providing extensive evidence, in contrast the less able learners are attempting to meet the requirements by providing generalised information of the ideal that is required and not assessing the criteria in relation to themselves.

Learning Outcome 6

Learning Outcome 6 was done well in general, with learners now providing examples from within the sectors. This is good practice. Learners demonstrated an awareness of reflective practice, some giving well detailed definitions. The use of CPD in different ways had been included and evidence was generated to describe and explain how this improves knowledge and skills.

The latter part of the assessment focus was weaker with only a few of the learners generating ideas and exploring possibilities to continually improve practice and the quality of service provision by development of skills and knowledge.

Learning Outcome 7

There was some evidence that learners had researched different sources of information for professional development. Much of the evidence indicated the use of a holistic approach looking at learning outcome 6 and 7 together. The identification of different types of sources eg web based, written texts and appropriate journals used within the sectors would be welcomed in addition to the more informal sources, which are being cited.

Level 2 Unit 2 Working Together and Communicating

General Comments

It is pleasing to note the many learners who planned ambitious and worthwhile group events targeting, mainly, Learning Outcome 7. Often these events supported people who had challenging needs or raised money for worthy causes. Much effort was put into making most of these events a success.

The quality and the appropriateness of the assignment briefs were closely linked to the achievement of the learners. For instance, in some centres the assignment brief was poorly worded. This led to learners misinterpreting the requirement of the assessment criteria and, consequently, the marks awarded were only in Mark Band 1. Centres may wish to use the assignment checking service offered by Edexcel.

Some learners provided evidence through presentations. Often, the observer records concentrated on reporting on the quality of the presentation rather than its relevance as evidence for the particular targeted Learning Outcome.

Some of the work submitted had clearly not followed the guidelines for the Controlled Assessment as published in Annex E. Samples were received which had obviously taken longer than the recommended 10% of the guided learning hours. There was generally very little evidence of internal moderation which might account for some of the inaccurate assessment decisions made by centres. Also, there was room for improvement of the annotation of the samples. Where this was thoroughly undertaken, and the work had clearly been internally moderated, the accuracy of the assessment was usually good.

Learning Outcome 1

There was, generally, little evidence of learners planning and undertaking an investigation into the use of different methods of communication in two different settings. Generally, the work submitted took the form of an essay covering the topic of different methods of communication which usually referred to two different settings. However, the comments lacked clear explanations. Overall, the learners could have provided more detailed explanations of the use of non-verbal communication methods used in the chosen settings. Where an investigation had taken place, such as the learners reporting effectively on their work experience settings, they were usually able to produce relevant work which was often justifiably awarded marks within Mark Band 3. There was a mixed coverage of how to overcome or minimise barriers to communication. Few samples showed awareness of the helpful details to be found in the specifications for Learning Outcome 1.

Learning Outcome 2

This learning Outcome requires learners to plan two interactions and outline/describe/explain the effectiveness of the learner's own use of different methods of communication for different purpose and situations and, also, to identify potential improvement that could be made. Often, there was little evidence provided that a plan was in place for these interactions. The element of reflection was lacking in several samples. Some centres used role-play for the interactions but this method restricted the spontaneous response to the interactions as the learners often used a predetermined script. Effective and imaginative work was seen where the centre had combined the requirements for Learning Outcome 7 with those for this Learning Outcome. For instance, some learners had gone out to settings to discuss with the manager the preparations for the group activity to take place at the

setting and planned for Learning Outcome 7. The resultant work was usually of high quality.

The observation records for the 'B' marks are improving but, in many cases, need to provide more detail which clearly justifies the mark awarded and is linked to the 'B' mark criteria.

Learning Outcome 3

Most learners could report on the purpose of recording arrangements for at least three different settings but often did not refer to reporting arrangements. They were generally aware of the different ways in which information is shared but few learners adequately covered the inherent difficulties of doing so. Little reference was made to exploring issues from different perspectives.

Learning Outcome 4

This is comparatively a straight forward learning outcome. Learners were very much aware of the need for the confidentiality and accuracy of records but showed less consideration of the need for security. The work was generally placed in Mark Bands 1 and 2. Where learners gave examples of the three aspects to be considered, marks awarded were generally higher.

Learning Outcome 5

Learners had to complete three different records accurately and legibly for different situations. This was in the main successfully undertaken. However, learners had, in addition, to consider the process, including the importance of recording the information. Where records had been selected which had relevance to the Diploma course, the learners provided more appropriate information. Many learners provided limited information for this part of the learning outcome. There is concern that it appears that learners may have provided live and confidential information in their attempt to provide accurate records.

Learning Outcome 6

There was a varied response to this Learning Outcome. Some centres clearly understood the importance of partnerships and were able to give examples of statutory partnerships but often struggled to provide relevant examples of non-statutory partnerships. The importance of working in partnership to provide effective services had, also, a mixed response. Some centres used cases highlighted in the media, such as the Baby P case, to illustrate partnerships

Learning Outcome 7

Most of the work showed some evidence of planning. However, centres could provide more guidance for learners as it often seemed that learners had little awareness of the general principles of planning an event and, in some cases, this resulted in an ineffective event. Some learners successfully carried out ambitious and very worthwhile events which showed much effort and imagination. Learners needed more guidance on how to reflect on their own performance and that of others.

Level 2 Unit 3 Safeguarding and Protecting Individuals

General Comments

There was a high number of work submitted for external moderation this summer series for SH203.

There is a fit for purpose assignment brief produced by Edexcel available for all centres on the Edexcel web site within the tutor support materials section for SH203.

Centres may choose to use this when assessing their learners, however they do not have to use this and can, if they choose, write their own assignment brief and have this checked by the Edexcel checking service. Many centres did use Edexcel's assignment brief but had altered it to fit their locality.

There are no word length limits; however centres are required to adhere to 'Controlled Assessment Conditions' which in turn will shape word lengths of evidence produced. It is evident through this series of assessment that more centres are embracing Controlled Assessment conditions for SH203 which is pleasing to see.

Centres are required to assess ALL learning outcomes for SH203, there are 7 learning outcomes, requiring Mark Grid A marks only.

Teachers encourage their learners to produce evidence for each learning outcome based as much as possible around real work / applied learning / contextualised learning activities and opportunities, this may be based on communication from practitioners across the four sectors under investigation.

Teachers have the freedom to select their own topics / activities / sector focus for this unit assessment but can also get advice from SHD senior assessment associates should they need this.

There is a practical requirement within SH203 in Learning Outcome 6. Learners are required to plan and carry out a risk assessment. Ideally this would be completed within a real workplace, however where this is not possible, learners often complete their risk assessment within their own school / college environment - this is acceptable as this is a venue within the four sectors under investigation.

For SH203 Mark Bands on the whole require the learners to either outline (Mark Band 1) or describe (Mark Band 2) or explain (Mark Band 3), however a couple of learning outcomes are different eg. Learning Outcome 2 and Learning Outcome 6.

Learning Outcome 2 includes TWO command verbs per mark band eg. Mark Band 1 learners have to identify and then outline.

Learning Outcome 6 includes the command verb identify for Mark Band 1 and not outline. Outline is required at Mark Band 2 and describe for Mark Band 3.

Many centres did use Edexcel's fit for purpose assignment briefs and pleasingly some had 'tweaked' these to suit their own needs / locality to make it more 'real' for their learners. This is encouraging as it has been seen that where assignment briefs are made more local and accessible to the learners they produce a better quality of evidence.

Learners tend to really enjoy and be interested in the contents of Learning Outcome 4, Learning Outcome 5, Learning Outcome 6 and Learning Outcome 7. Where it has been well organised by the teacher and learner, the planning and carrying out of the risk assessment (Learning Outcome 6) is done well. The better risk assessments produced for final assessment are those that have been carried out within a setting relevant to one of the four sectors / the learners work placement venue. They may have carried out a practice risk assessment within their own school / college which is a good idea.

The majority of tasks set by the assignment briefs were accessible to the full range of candidate abilities from across the many centres submitting scripts for this series. Where this is not the case, it was commented upon by the moderator in their E9 report back to the centre for their future improvement and development.

The majority of centres sampled this series for SH203 applied marking criteria accurately, but not always consistently, this suggests some consortia / centres are NOT carrying out accurate, effective and valid standardisation and internal moderation.

Where a centre did not apply marking criteria accurately, this was often because of misinterpretation of the specification marking criteria grids and more specifically what they considered to be an outline / description and explanation was often inaccurate and not applied consistently across the assessment team either. These issues have been included in centre E9 reports.

The majority of centres are using the full range of marks for all assessment criteria. In the few cases where this has not taken place, it is often because the learners have been given an assignment brief that is not fit for purpose. These issues have been communicated to the centres involved via their E9 report. Edexcel assessment and quality assurance training events have been recommended in order to support these centres with their delivery, assessment and quality assurance processes in the future.

Learning Outcome 1

Learning Outcome 1 requires the learner to show that they are able to research and gather information by planning and carrying out an investigation into health, safety and security issues at two settings. Learners are required to use at least one primary and one secondary method of research in carrying out their investigation. Evidence produced by the majority of learners does not include an explicit plan of their investigation and it is common that learners do not include much information regarding any primary or secondary research methods they have used, if at all. Often evidence of a plan having taken place and the use of any methods of research is implicit across this learning outcome and later learning outcomes. A few learners did achieve marks in Mark Band 3 because they did explicitly plan and carry out their investigation and made it clear as to which primary and secondary methods they used, their evidence was mostly explanatory. It is vital that learners include their plan and information about which primary and secondary methods they used and why.

Learning Outcome 2

Learners have to evidence that they know the key legislation that supports safe practices and maintains standards of health and safety and that they understand the role of legislation, regulations and codes of practice in governing health, safety and security to protect individuals. This is a large learning outcome and a real challenge for level 2 learners. Ideally learners should be encouraged to engage with different practitioners who work within the four sectors (or one of them) to ascertain this information. Learners who did this tended to attract higher marks. Also, where learners communicated with practitioners about the contents of this learning outcome they appeared to enjoy this challenging learning outcome far more than those learners who approached this as a dry subject and not associated with real working practices.

Learning Outcome 3

This learning outcome requires the learners to show that they understand how following policies and procedures in an organisation helps to maintain a safe environment and working conditions and know how to ensure own safety and the safety of others. This learning outcome follows on well from the previous learning outcome and again where learners were able to engage with practitioners actually working within a setting from one or more of the sectors under investigation evidence produced was of a better quality and attracted higher marks.

Learning Outcome 4

Learners need to evidence that they know a range of emergencies and the appropriate responses to them. Learners tended to enjoy this learning outcome and often evidenced their information in the form of a presentation which they delivered to their peer group and teacher. This is a good idea, however this then requires the assessor to complete an Observation Record accurately and with the appropriate justification for the mark they have awarded the learner. Pleasingly some assessors are using the language and wording from the marking grid for Learning Outcome 4, Mark Band 1, Mark Band 2 or Mark Band 3 as their justification alongside examples of what they observed from the learner. This is good practice and other centre assessors need to take notice of this practice, as some assessors are still not completing Observation Records very well at all.

Learning Outcome 5

This learning outcome requires the learner to show that they understand the main causes of infection and the importance of standard precautions in infection prevention and control. An interesting subject area, however for a lot of learners, much of the evidence seen for this learning outcome was lifted straight from a textbook or the internet in general rather than applying it to the real world of work. Higher marks awarded to some learners was because from them looking at the main causes of infection in general to start with they would then look at this within a sector / setting and from this be able to give evidence about the importance of standard precautions in infection prevention and control.

Learning Outcome 6

This learning outcome is the main practical part of SH203 and the learner needs to show that they understand the role of risk assessment within and across the sectors and they have to be able to carry out an assessment of risk in a specified situation. Many learners had obviously carried out a risk assessment, some were better planned than others and some either identified or outlined or described the role of risk assessment, but this was not seen across the whole submissions this series, many learners failed to include the role of risk assessment and unfortunately many learners did not include a persuasive case for action. If this is the case learners are unable to access high marks for this learning outcome.

Learning Outcome 7

Learners are required to show that they understand the importance of establishing and maintaining a trusting relationship with individuals and that they know how to recognise the signs that an individual is at risk of harm or abuse. This unit is still being completed out of balance between both areas of this Learning Outcome ie. harm and abuse is covered in far more depth / given precedence over trusting relationships. This then means that learners who do not cover trusting relationships at all / very weakly are not able to access high marks. It is advised that teachers should give as much of their time to teaching / facilitating the learners appreciation of the importance of establishing and maintaining trusting relationships and then from this move onto issues of recognising signs.

Level 2 Unit 5 Needs and Preferences

General Comments

There was a high number of work submitted for external moderation this summer series for SH205.

There is a fit for purpose assignment brief produced by Edexcel available for all centres on the Edexcel web site within the tutor support materials section. Centres may choose to use this when assessing their learners for SH205. They do not have to use this and can, if they choose, write their own assignment brief and have this checked by the Edexcel checking service.

There are no word length limits; however centres are required to adhere to 'Controlled Assessment Conditions' which in turn will shape word lengths of evidence produced. It is evident through this series of assessment that more centres are embracing Controlled Assessment conditions for SH205 which is pleasing to see.

Centres are required to assess ALL learning outcomes for SH205, there are 7 learning outcomes, requiring Mark Grid A marks only.

It is suggested that teachers encourage their learners to produce evidence for each learning outcome based as much as possible around real work / applied learning / contextualised learning activities and opportunities, this may be based on communication from practitioners across the four sectors under investigation. Teachers have the freedom to select their own topics / activities / sector focus for this unit assessment but can also get advice from SHD senior assessment associates should they need this.

SH205 is best approached from a holistic perspective and centres who have done this and encouraged their learners to complete the majority of the learning outcomes as 3 individual case studies on the 3 different individuals regarding their needs and preferences have on the whole produced very appropriate evidence.

Learning Outcome 7 encourages the learners to 'be able to' do something. In this unit they are being asked to collect and collate information that relates to addressing the needs of individuals. This is the most practical element of this unit.

Where learners have been able to select their own individuals with different needs as the focus of their case studies, evidence produced by the learner has been of higher quality. Some centres have given their learners the 3 individuals via their own case studies. Whilst this is a good idea regarding the teacher's control of the assessment of the learning outcomes, it is not recommended. What is recommended is that learners select their own 3 individuals and before starting their investigations to share this information with their teacher to ensure their investigation is do-able and able to meet all learning outcomes and all mark band criteria.

Mark Bands on the whole require the learners to either outline (Mark Band 1) or describe (Mark Band 2) or explain (Mark Band 3), however a few of the learning outcomes are different eg. Learning Outcome 1, Learning Outcome 2 and Learning Outcome 5.

Learning Outcome 2 includes TWO command verbs per mark band eg Mark Band 1 learners have to identify and then outline.

Learning Outcome 1 and Learning Outcome 5 includes the command verb identify for Mark Band 1 and not outline. Outline is required at Mark Band 2 and describe for Mark Band 3.

Many centres did use Edexcel's fit for purpose assignment briefs and some had 'tweaked' these to suit their own needs / locality to make it more 'real' for their learners. This is encouraging as it has been found that where assignment briefs are made more local and accessible to the learners that they produce better quality of evidence.

The majority of tasks set by the assignment briefs were accessible to the full range of candidate abilities from across the many centres submitting scripts for this series. Where this is not the case, it was commented upon by the moderator in their E9 report back to the centre for their future improvement and development.

The majority of centres sampled this series for SH205 applied marking criteria accurately, but not always consistently, this suggests some consortia / centres are NOT carrying out accurate, effective and valid standardisation and internal moderation.

Where a centre did not apply marking criteria accurately, this was often because of misinterpretation of the specification marking criteria grids and more specifically what they considered to be an outline / description and explanation was often inaccurate and not applied consistently across the assessment team either. These issues have been included in centre E9 reports.

The majority of centres are using the full range of marks for all assessment criteria. In the few cases where this has not taken place, it is often because the learners have been given an assignment brief that is not fit for purpose. These issues have been communicated to the centres involved via their E9 report. Edexcel assessment and quality assurance training events have been recommended in order to support these centres with their delivery, assessment and quality assurance processes in the future.

Learning Outcome 1

Learning outcome 1 requires the learners to show that they know the breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs. On the whole this was completed quite well, however often spiritual needs were unfortunately missed out, which is a great shame, as this is required in the assessment focus and each mark band, a learner who failed to include spiritual needs is then unable to achieve a Mark Band 3 mark. Sometimes learners did not include at least two examples of each need, again this then restricted the mark band the learner would be assessed within.

Learning Outcome 2

Learners are required to show that they understand the extent to which individuals' preferences and choices can determine how their needs are addressed. Generally this was completed well, an uncomplicated learning outcome.

Learning Outcome 3

This learning outcome requires the learners to show that they understand the importance of working with individuals receiving support and/or services, and their significant others. This was often completed weakly because often the learner would not include 'their significant others' as well as the individual and so would not be able to access MB3 marks.

Learning Outcome 4

Learners are to evidence that they understand the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes. Where learners have been able to have access to practitioners who work within the four sectors and who carry out APIR as part of their job role, their evidence for this learning outcome was good and often attracted higher marks compared to those learners who did not have this opportunity.

Learning Outcome 5

Many learners did not show very well that they know the information sources used to inform assessments. This learning outcome was completed quite weakly. Again as in learning outcome 4, learners who were able to access practitioners tended to achieve higher marks.

Learning Outcome 6

This learning outcome requires learners to show that they understand how interventions are designed to meet individual and, where relevant, community needs. Many learners did not refer to 'community needs' at all, even if it was relevant to do so.

Learning Outcome 7

This learning outcome asks learners to evidence that they are able to collect and collate information that relates to addressing the needs of individuals. This was often misinterpreted in so far as learners would show that they can collect information that relates to addressing the needs of individuals, but they don't always show that they used any particular methods to collect their information - it would be implicit rather than explicit. Also they would not include anything about collation of information. Again this would result in the learner not being able to access Mark Band 3.

Level 2 Unit 6 Antisocial and Offending Behaviour

General Comments

Unit 6 is a very interesting unit, with the potential to engage and motivate learners as well as being also very demanding and challenging, covering a wide range of issues and asking a considerable amount from both learners and the centres delivering it.

One of the biggest challenges of the unit is the contrast between the reduced Guided Learning Hours allocated and the broad demands of the specifications. Where these demands were successfully resolved, centres submitted work, which was of high quality and demonstrated mature insight into the criminal justice sector and its application. It is pleasing to note that many centres are now working with the various aspects of the criminal justice sector within their local area and this is enhancing the learning experience for their learners. The quality of work produced for this unit is high and centres in general are commended for the quality teaching, which is reflected within the work produced for the unit.

Learning Outcome 1

The majority of learners successfully identified the various elements of the Justice System, although this did not always reflect the breadth and scope of the sector. For example, once again, the focus tended to be on the police and courts system, whilst the role of local authorities and the probation service was sometimes omitted. Some centres included a case study, which detailed the passage of the offender through the various stages of the justice system, through to prison or YOIs and probation. This is an appropriate method of ensuring that the learner is aware of the role of the various services within the justice sector and can apply their knowledge. Many learners included a chart outlining the overall structure of the justice sector; this successfully demonstrated knowledge of the overall structure of the justice sector but could have included more detail and links between the various services. The Learning Outcome demands that learners plan and carry out an investigation; in general there was very little evidence provided that an investigation had been carried out. The information for this Learning Outcome must be sourced, as there is no other way of acquiring it. Learners are required to therefore state their method of obtaining the data, for example, internet sources, courts, textbooks etc.

Learning Outcome 2

Learners are required to know different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending.

Learners in general are now demonstrating that they are aware of the difference between anti-social and offending behaviour. It is most important that learners demonstrate knowledge that they are aware of the difference between the two as the differentiation is needed within the later Learning Outcomes. Learners have been quite successful in putting forward a variety of explanations to explain the likelihood of offending/re-offending, which revealed some insight. Some learners linked offending/anti-social behaviour to poor education and the inability to improve their situation, whereas others linked it to the use of drugs and alcohol, both are appropriate.

Learners explained the different patterns, which affected social and offending behaviour less well, although there is an improvement from last series. Patterns could have included: geographical areas, between genders, among young people and prolific young offenders. On occasions, there was an attempt to discuss patterns of behaviour and the likelihood of offending/ re-offending together. This tended to hinder the learner in demonstrating full knowledge of both. Learners tended to focus on anti-social behaviour and street level crime, such as graffiti, where possible, they should be encouraged to consider a wider range of offending behaviour.

Learning Outcome 3

The overwhelming majority of learners cited examples of the different sanctions, which can be imposed as an alternative to a court appearance. Some learners provided original explanations and linked the penalties to anti-social behaviour and as a consequence were awarded Mark Band 3. Alternatively, work was not always accurate, for example, fines are also issued by the court and should be differentiated from fixed penalty notices. On many occasions, examples were taken directly from sources, particularly textbooks, which could not be accepted as the learners' own work. It is important that in such instances learner work is referenced as proof of authenticity.

Learning Outcome 4

Almost all learners conducted primary research in the form of questionnaires. Well-planned surveys enabled learners to develop further understanding of the consequences of anti-social/offending behaviour both on themselves and on others.

Almost all learners developed a questionnaire, which included both qualitative and quantitative data; however, it was not always apparent that learners could differentiate between the two. Centres need to ensure that learners can provide evidence to demonstrate understanding of the two types of data.

Surveys tended to be carried out within the local area; ideally respondents should be included from different backgrounds, from the local area. It is pleasing to note that there have been fewer surveys completed within the centre. Such surveys do not enable the learner to get an overall picture of crime and behaviour and its effects on others. Likewise, surveys conducted within the centre, tended to disadvantage learners, as they did not have the relevant information. In contrast, those covering the wider geographical area provide learners with data which can later be used as evidence within Learning Outcomes 6 and 7.

Data was in general, very well presented, in the form of pie-charts and graphs, however, as with the previous series, there tended to be a lack of evaluation of the results of the survey which prevented learners from achieving Mark Band 3. It is important to note that the assessment focus for this Learning Outcome is concerned with evaluation of the information. Where group work is used, it is important to provide full documentation of the input of each learner to the final outcome.

Learning Outcome 5

The learning outcome demands that learners can demonstrate understanding of the impact of crime on victims and witnesses and their needs for protection, respect, recognition, information and confidentiality. It is still not being completed well by many learners, who focus on the rights of the offender, please note that no credit can be awarded for this as the Learning Outcome does not demand it. The Learning Outcome is designed to understand the impact of crime on victims and witnesses. On many occasions, not all of the criteria were addressed. Many learners for example, only included victims, but not witnesses, in other instances; learners did not provide coverage of all the needs and were selective as to which needs for example, confidentiality and respect, which they covered. It is incumbent within Learning Outcome 5 to cover all the requirements as stated within both the assessment focus and learning outcomes to target the higher mark bands.

Learning Outcome 6

Evidence seen for this Learning Outcome has been most encouraging, as more and more learners are focussing on the geographical area for Learning Outcome 4. Learners are suggesting a range of possibilities to reduce crime within the local area, due to their enhanced awareness of the crime and disorder, which was apparent within their own geographical area and local community.

Learning Outcome 7

Some learners managed to demonstrate insight and developed the knowledge gained from their own survey and managed to generate ideas to reduce crime and disorder within their own area. Some interesting and original ideas were evidenced and it was extremely pleasing to note that many learners appeared to have become more aware of the needs of their own local community through the study of this unit. In such instances the Learning Outcome was completed with enthusiasm and some original work was evidenced. Alternatively, on the now less frequent occasions, where the survey had been conducted within the centre, learners failed to be able to generate and explain ideas to reduce crime in within their own areas.

Level 2 Unit 7 Supporting Children and Young People

General Comments

Most centres appeared to encourage learners to address the outcomes serially, although there were instances of centres amalgamating outcomes, resulting in some work being presented in a “story telling” way. This seemed an inefficient way for learners to present evidence, resulting in learners producing significantly more work than is essentially required to meet the requirements of the outcome fully. Where the command verbs were not fully considered, learners did not focus as clearly as they could have done on the key aspects of the outcome, resulting in loss of marks. Overall, work was of a more consistent standard in this series.

Not all centres showed evidence of comprehensive or consistent internal moderation, but the standard of assessment was accurate overall, with only one or two examples of moderation and centre marks being significantly different.

Learning Outcome 1

Learners had provided evidence that focused on the milestones of development, sometimes through the use of case studies. In a significant number of centres learners had not covered all the assessment focus, with learners having missed either one of the age ranges, or an area of development, eg. language, emotional or social development. These omissions meant that learners could not then achieve marks in the higher mark bands.

Learning Outcome 2

Generally evidence for this outcome contained some weaknesses in relation to the identification of signs of developmental delay, as learners frequently presented information with no reference to developmental norms. Learners did include information relating to developmental checks that take place throughout the child’s life, but again this was not always related to developmental norms. Better evidence was seen where learners had work experience in a child care field.

Learning Outcome 3

The work seen was mainly in outline, or description. Some work showed how the activities would enhance development, but much of this was very much in outline, with some descriptive evidence seen. More descriptive work would allow learners to achieve marks within the higher mark bands, based on the information already provided in the evidence for mark band 1. This is an area where some small improvements in the work could result in a significant improvement in the marks awarded.

Learning Outcome 4

Some good work was seen for this outcome. In cases where work was presented in outline only, the higher marks could not be achieved, but the majority of learners had produced a focused piece of work addressing the area of transitions well.

Learning Outcome 5

All learners were able to produce accurate information relating to the children's workforce, although the use made of this within the work towards higher marks was varied, with some learners only using downloaded and unreferenced material, and others giving comprehensive answers.

Learning Outcome 6

Information relating to the roles of different professionals was provided by the majority of learners, although there were instances where this outcome had not been attempted. In the work seen, many learners had not followed through with information about how these professionals could support development and wellbeing.

Learning Outcome 7

Work for this outcome was generally only of mark band 1 and 2 standard. Many learners failed to consider fully the command verb, hence much of the work was related to the general aspects of the activity, with little reference to how it could be carried out with the child/young person, and the benefits it might have.

Level 2 Unit 8 Patient Centred Health

General Comments

This is an internally assessed 30 GLH unit. Learners are required to know normal baselines for health and their measurements, be able to use simple measures for their own health baseline, know common conditions that can affect individuals throughout the life cycle and how they are treated, whilst also understanding the potential impact on families and carers as well as the individual. On the whole learners tend to enjoy this unit, especially carrying out baseline measurements. It is encouraged to engage with practitioners who carry out baseline measurements as part of their job role to make the learners experience more applied. The latter part of the unit demands some knowledge of current social policy issues with regard to the structure of the health service and the patient centred approach.

Learning Outcome 1

This learning outcome is popular and tends to attract marks within Mark Band 2 and Mark Band 3. Learners demonstrated good knowledge of the most common normal baselines for health and how they are measured for example, BMI, peak flow and temperature. The evidence in general, tended to be descriptive. Some learners had a tendency to cut and paste class handouts or internet sources to provide details of these baselines, which is not advisable. Most learners accurately described how each baseline is measured with some attempts made to explain the methodology of the clinical tests.

Learning Outcome 2

The majority of learners were able to use simple measures to record their own baseline measurements. Some learners had made links of comparison to others using a comparative table to show results. This learning outcome was done fairly well by some learners, however, in many cases; further demonstration of knowledge was required to warrant the work being regarded as explanatory to engage a Mark Band 3 mark. It is pleasing to note that some centres are using observation records to provide evidence that learners had undertaken their measurements. These records were generally completed by both the learner and assessor, but were quite general and did not provide full explanation as to what the learner had completed, assessors should refer to the contents and language of the appropriate marking grid band and use this with examples in their completion of their justification for the mark they have awarded.

Learning Outcome 3

In most cases learners chose three highly appropriate common conditions, which could be carried through to enable learners to provide comprehensive evidence of how the conditions were treated. Popular choices were Asthma, Diabetes and Heart Disease. The more able learners provided evidence of explanatory coverage by applying the conditions to the lifecycle to the specific chosen conditions. Centres may encourage learners to find their own examples of appropriate conditions, providing there is enough information available on how they affect the individual through the lifecycle and treatment methods through the stages of the condition.

Learning Outcome 4

Generally learners were able to demonstrate understanding of a range of common conditions on the well being of individuals, their families and carers. Many learners used the same conditions, which they had investigated in Learning Outcome 3. Although some learners are now demonstrating knowledge of the effects on carers and family as well as the individual, there is still a need in this learning outcome to provide further discussion in relation to family and carers to attract higher marks.

Learning Outcome 5

There was an improvement in the presentation of information in Learning Outcome 5, with learners providing more descriptive and explanatory evidence as opposed to diagrams. Many learners chose to use one of the conditions, which they had covered in Learning Outcome 5. This was good practice as it enabled learners to demonstrate that they had fully researched the condition. Others chose an alternative disease such as cancer; however, this was not always referenced where sources had been used.

Learning Outcome 6

In general learners provided information on appropriate health care practitioners who were involved in their chosen care pathway. Only the weakest learners cited receptionists and general medical staff as part of the range of healthcare practitioners. Detail tended, once again, to be brief and whilst learners almost always provided accounts of three practitioners, the depth of detail did not always meet the requirements for classification as either descriptive or explanatory, to warrant award of a higher mark.

Learning Outcome 7

Some learners are still providing evidence by a diagram to meet this learning outcome, which lacks detail. Learners can use this diagram but it must be referenced and to gain marks above low mark band one must also have added commentary. The focus should be on public organisations, private organisations and voluntary organisations and how they support the patient centred approach. Some centres are still approaching this learning outcome with the focus being on primary and secondary services, where this has been the case, it has been highlighted within the individual centre E9 feedback reports. Where learners have covered public, private and voluntary organisations, there have been little demonstration of the overall structure and how the types of services work together. As a general point, further focus needs to be placed on how the structure supports the patient centred approach. There was increasing evidence that learners are becoming aware of the role of the Department of Health and NICE and it is suggested that further investigation of the NHS Improvement Plan would enhance learners' knowledge of the content of this learning outcome.

Level 2 Unit 9 The Social Model of Disability

General Comments

Most centres took an ordered approach to the unit, and learners were able to demonstrate a good understanding of the development of the social model of disability. In some centres learning outcomes had been amalgamated to form a wider focus for the task set, which worked well for learners. Where this is done centres are advised to ensure that the marks for each learning outcome are recorded separately on the candidate record sheet. There was evidence of internal standardisation within most of the centres entering for this unit, showing that good practice is evident.

The majority of centres demonstrated good administrative procedures, but there were still some instances where essential information, such as candidate numbers, and or signatures were missing. There were also instances of errors in totalling of the marks.

There were some good examples of annotation, pagination and reference to outcomes within the samples, but this was not always the case, and is a point for future reference for those centres that omitted one or more of these practices.

Learning Outcome 1

A time line approach was offered by many centres, which was good but in some cases so comprehensively completed by learners that there was little other work for the outcome, meaning that higher marks could not be achieved. Most learners gave a constructive outline of the social model of disability. Encouragement from centres to learners that would support them in developing their responses through descriptions and explanations would allow many learners to improve their grade for this outcome in future.

Learning Outcome 2

Evidence for this outcome showed that learners in the majority of centres differentiated well between social and medical models. A significant majority were also able to outline how the social model supports independence and choice.

Learning Outcome 3

Much of the work here was presented in outline only, although the information was accurate and, with further description and explanation, would meet the requirements of the higher mark bands. Where reference was made to specific examples within the environment, learners sometimes failed to link the examples to the influence of the social model.

Learning Outcome 4

Some good work to show understanding of potential barriers was presented here, with higher marks going to learners who went on to describe and explain the effects of barriers. This was not the case for all learners, who were then unable to access higher marks although the initial work was effectively covered, and could have been developed to good effect within their work.

Learning Outcome 5

Some good basic work was seen here, with an understanding of ethics shown by many learners. Relating ethics to the social model of disability was done by learners in some, but not all centres, and this was an area where learners could be encouraged to develop their work in order to improve their marks in future.

Learning Outcome 6

Some good reflections are shown by many learners, but relating this to values, attitudes and responsibilities is less well done in general. Encouraging centres to support learners in the development of this area of work would allow many more to meet the demands of the higher mark bands, and thus improve their grade.

Statistics

Level 2 Unit 1 Principles, Values and Personal Development

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	33	24
Points Score	10	8	6	4	2

Level 2 Unit 2 Working Together and Communicating

	Max. Mark	A*	A	B	C
Raw boundary mark	60	53	43	33	24
Points Score	10	8	6	4	2

Level 2 Unit 3 Safeguarding and Protecting Individuals

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	33	24
Points Score	10	8	6	4	2

Level 2 Unit 5 Needs and Preferences

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	33	24
Points Score	10	8	6	4	2

Level 2 Unit 6 Antisocial Behaviour and Offending Behaviour

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	43	34	25
Points Score	5	4	3	2	1

Level 2 Unit 7 Supporting Children and Young People

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	33	24
Points Score	5	4	3	2	1

Level 2 Unit 8 Patient-Centred Health

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	33	24
Points Score	5	4	3	2	1

Level 2 Unit 9 The Social Model of Disability

	Max. Mark	A*	A	B	C
Raw boundary mark	60	52	42	33	24
Points Score	5	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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