

Moderators' Report/
Principal Moderator Feedback

January 2012

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

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Introduction

The judgement of the moderators is that many centres have shown improvements from the January 2011 and June 2011 series as they have better addressed the requirements of the qualification and taken into account some of the contents of centre unit E9 reports from their External Moderator as well as previous series Chief Examiner Reports.

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 eg. Feedback on examination series 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 have 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 allowing the assessment criteria to be effectively applied and moderated. However, there are still a few centres who still continue to use alternative formats and sometimes completely miss some of the assessment evidence requirements, especially Marking Grid B in Unit 2, and vital learner information eg. centre number and name, candidate number and name, marks awarded and final/total mark awarded. These issues are followed up by the appropriate external moderator at the time of submission by the centre concerned and most centres do act promptly on requests for outstanding materials to be forwarded to the external moderator. There are a few centres however who are reminded as to the importance of working closely with Edexcel at this time to ensure their learners sample is moderated in enough time for awarding and results in March 2012.

Also, some centres have still 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, adding in more rows for all learning outcomes as required.

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, despite E9 reports to their centres highlighting this issue. 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. Feedback sheets should be the place where sentences of information for learners are fed back rather than on the learner's script/ text itself. Annotation should consist of simple notes that a learning outcome (LO) at a certain mark band (MB) has been met including ticks and small amounts of words.

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

A number of centres have done very well within this January 2012 series. 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 with the exams officer/s within their centre.
- Effective internal quality assurance system (standardisation and moderation) and the correct use of Observation Records to evidence a learner's achievement of a learning outcome/s.

It is recommended that 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 that have accessed 'Bespoke' training events delivered at their centre 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 many centres are now embedding 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. Learner work length suggests that some centres are not adhering to a fixed and appropriate amount of controlled assessment time. 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 January 2012 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 2012 June series. Thank you for all your ongoing hard work.

Level 2 Unit 1: Principles, Values and Personal Development

General Comments

This unit aims to provide learners with the knowledge of principles and values, which aid personal development and underpin good practice across the four sectors. Legislation and policies and procedures are covered in relation to protection of the rights of individuals.

Centres are once again to be congratulated for the detailed work that has been submitted to meet the requirements of this unit, which can sometimes be quite demanding on level 2 learners, specifically the need to understand the application of legal instruments within and across the four sectors and the requirement to assess one's own values, knowledge and skills in learning outcome 5. Some good quality work has been evidenced this series, especially within learning outcome 1 to learning outcome 4. Whilst it is noted that a large amount of coverage is required within the Guided Learning Hours, centres are once again advised to also concentrate on learning outcome 5-learning outcome 7, which carry 24 out of the total 60 marks. It is acceptable for centres to cover learning outcome 5-learning outcome 7 as a small research project, with the sources for learning outcome 7 being gathered throughout the course of the research.

Learning Outcome 1

The majority of learners continue to provide evidence of the awareness and to some degree an understanding of the twelve terms as directed in the assessment focus. A substantial number of learners provided explanatory evidence and links between the terms, which is good practice. 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 relevant examples, which go some way to ensuring the work is explanatory and therefore targets mark band 3. It is pleasing to note that a growing number of learners are now defining belief and culture as separate entities and are being appropriately rewarded as a consequence.

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 indicates that many learners are now making appropriate links to all four sectors, which is commended, as are examples being provided of inter and intra relationships. Coverage of this learning outcome is now more developed than in previous series with learners providing some examples of how equality and diversity could be promoted, appropriate examples can include: communication, respecting individuality, acknowledging personal beliefs, non-judgemental attitudes etc.

Learning Outcome 3

On isolated occasions, inappropriate behaviour is being covered in general, this tends to relate to the behaviour of the client groups and as such is not fully addressing the assessment criteria. The overwhelming majority of centres are now correctly relating behaviour to staff working within the

sectors. Appropriate examples relating to workers within the sectors could be discrimination, stereotyping, labelling and prejudice. The latter part of the assessment focus, ie. The recognition of inappropriate behaviour and ways in which such behaviour can and should be constructively challenged, would in most instances, benefit from further coverage if learners intend to access mark band 3. Centres may wish to apply policies and legislation as a way to challenge the behaviour, which would enable learners to apply their knowledge acquired in learning outcome 4.

Learning Outcome 4

The information required to meet this learning outcome is wide and it is recommended that centres allocate substantial time to enable learners to provide full coverage. Many learners find it beneficial to state the requirements within a table. This is the most appropriate way to display the information, providing the work is explanatory if learners are attempting to access mark band 3. Many learners are citing legislation that is now no longer in use such as the Disability Discrimination Act that has now been replaced by the Equality Act 2010. Centres need to ensure that all legislation is current. As in previous series, 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. The delivery of learning outcome 4 before learning outcome 3 would enable learners to apply their knowledge and thereby achieve further understanding as to the importance of these instruments. Centres will benefit from ensuring that current legislation is being cited. It is important to note that the Equality Act 2010 has superseded all previous legislation concerning discrimination.

Learning Outcome 5

This learning outcome was quite well evidenced by the majority of the learners, who are now discussing their own values, knowledge and skills in relation to the work of the different sectors, as opposed to those needed in the various professional roles. The more able learners are now addressing their own values, knowledge and skills under different subheadings and providing extensive evidence. Continuous improvement is being made as centres provide more focus on this aspect of the unit, which enables learners to self reflect on their own position. However, there are still a number of learners who are reflecting on the skills, knowledge and values required to practice in a particular sector as opposed to their own values etc. These learners may benefit from making comparisons between their own values, knowledge and skills and those required to practice within the sectors.

Learning Outcome 6

Learning outcome 6 continues to be completed in more detail, with learners now providing examples from within the sectors. 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. However,

learners are still failing to generate ideas and explore possibilities to continually improve practice and the quality of service provision by development of skills and knowledge.

Learning Outcome 7

Learning outcome 7 still continues to be covered poorly with it sometimes appearing to be included as an afterthought. There was 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 is now becoming more apparent in addition to the more informal sources, which are being cited. Nevertheless further coverage would still benefit learners.

Level 2 Unit 2: Working Together and Communication

General Comments

The unit is designed to ensure that learners have a sound knowledge of communication and how information sharing and confidentiality are of fundamental importance across the sectors.

There continues to be improvements in some aspects of this unit from previous years and centres are to be congratulated for this.

Learning Outcome 1

This learning outcome was evidenced well overall with the majority of centres investigating different methods of communication in different settings. It would however, be preferable, if the demonstration of understanding related to the sectors as opposed to being generic, for example, learners doing presentations on general topics. Likewise, links to the sectors also enables learners to demonstrate how potential barriers to communication can be overcome in relation to issues that are apparent within the sectors. Centres may wish to seek ways to incorporate the requirements of learning outcome 1 within work placements and other access to the sectors, to enable their learners to gain such knowledge.

Learning Outcome 2

The overwhelming majority of centres are now correctly ensuring that learners provide evidence of two interactions. As with learning outcome 1, a direct relationship to the sectors would enhance the learning outcome. The coverage of this learning outcome did not always include an explicit written plan. As a consequence, some learners could not access mark band 3, as they had not met all the criteria. It is important that such a plan is included as it can provide evidence of the contexts in which learners proposed to use the different methods of communication and also the effectiveness of the use of such communication. Almost all centres are now providing witness statements as evidence that learning outcome 2 (b) has been met. Please note that the content of some witness statements is still not fit for purpose as they do not state precisely which skills each learner has used to communicate clearly in both interactions.

Learning Outcome 3

The learners had met the majority of this learning outcome well by providing some detailed examples as to recording and reporting arrangements for different settings. The majority of the learners had made links to the four different sectors and had demonstrated a good awareness of how information is shared across different teams. Evidence relating to inherent risks and difficulties was implicit throughout all evidence sampled and should be further developed in future series. Examples of risks could be those to service users, risks to optimum delivery and also the risk to practitioners.

Learning Outcome 4

Learners tended to find it difficult to demonstrate an understanding of the importance of confidentiality, accuracy and security of records. Examples

from the sectors would aid understanding and enable learners to provide explanatory coverage, which would enable them to target mark band 3. Learners in general are now providing evidence of the entire learning outcome and not being selective by choosing one or two of the factors, this prevents learners from accessing the higher mark bands.

Learning Outcome 5

The overwhelming majority of learners completed records accurately and legibly. Some centres are still constructing their own records. It would enhance learning if documents from the sectors were used. An example could be a passport application form, which would involve the justice sector, or recording forms obtained from the health sector. To access mark band 3, it is a requirement for learners to evaluate the process, this is not always being completed in enough detail to warrant mark band 3 being awarded. On occasions, the learning outcome was assessed very leniently by some centres because there was no evaluation present. It is acceptable to use the evidence acquired in learning outcome 3 to complete this learning outcome, providing it is clearly stated where it has been met.

Learning Outcome 6

Learners were able to discuss partnership working with many learners, now demonstrating knowledge of both statutory and non-statutory partnerships and providing detail with relation to what is meant by a successful partnership and the importance of working in partnership to provide effective services. Examples can be drawn from but not exclusively, youth offending teams working with local authorities, Connexions partnerships, voluntary sector provision, and children's centres.

Learning Outcome 7

Most learners were able to reflect upon their own role and those of others in the team event. Learners are now beginning to successfully reflect on their own role but this still needs to be extended to their fellow team members. It is important to include both a plan and evaluation of the team event to ensure that mark band 3 can be accessed. As with learning outcome 2, signed and dated witness statements need to demonstrate how the individual learner has made their individual contribution to the team event.

Level 2 Unit 3: Safeguarding and Protecting Individuals

General Comments

Improvements continue to be made for Unit 3. 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 this unit. 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. Many centres do continue to use Edexcel's assignment brief and alter it to fit their locality, however it is seen in this series that more centres are now developing their own assignment briefs, often with a local focus which in turn makes the learning outcomes far more accessible for the learners.

There are no word length limits for the amount of evidence a learner should submit, 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 than ever are now embracing controlled assessment conditions for this unit which is pleasing to see.

Centres are required to assess all learning outcomes for this unit and there are 7 learning outcomes. Mark Grid A marks are applicable for this unit.

Teachers should 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. It is pleasing to see more of this continuing and developing for this series. 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 for this unit within learning outcome 6. Learners are required to plan and carry out a risk assessment. Ideally this would be completed within a real workplace, from within one of the four sectors under investigation. 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. It is recommended though that if this has been the norm in the past that future plans include the opportunity for learners to plan and carry out a risk assessment in another venue other than their own school or college at some point in the future.

Mark bands for this unit 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 outcomes 2 and 6: Learning outcome 2 includes two command verbs per mark band eg. In 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. An outline is required for mark band 2 and a description for mark band 3.

Learners tend to really enjoy and be interested in the contents of learning outcomes 4, 5, 6 and 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 as a classroom activity / prep for the learners 'real' risk assessment.

The majority of tasks set by the assignment briefs were accessible to the full range of learner 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 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. This was commented upon by the moderator in their E9 report back to the centre for their future improvement and development.

Where a centre did not apply marking criteria accurately, this was often because of their 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.

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 some /one of them) to ascertain this information. Learners who did this tended to attract higher marks. Also, where learners communicated with practitioners about the focus 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 ie. From a text book only.

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 completing their Observation Records far too generally with no real justification of the mark awarded &/or the learning outcome under assessment.

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 general rather than applying it to the real world of work.

Higher marks awarded to some learners was 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. Where a learner referred to a place of work and the main causes of infection and what standard precautions were in place for prevention and control there their evidence was of a very high standard indeed, this is very pleasing and to be encouraged for those centres who have not used this approach to date with this learning outcome.

Learning Outcome 6

This learning outcome is the main practical part of this unit and the learner needs to show that they understand the role of risk assessment within and across the sectors. 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. This is still not being seen across the whole submission this series. Many learners failed to include the role of risk assessment and unfortunately many learners did not include a persuasive case for action. Learners are unable to access all the mark bands if this is not evidenced. There has been a comment about the need for learners to include a persuasive case for action in previous series examiner reports for this unit. However despite this, cases for action following a risk assessment are still not being included in the learner's evidence for assessment.

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. It has been advised in the past 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 and symptoms of harm or abuse. This has obviously been taken into consideration as much evidence seen this series for this learning outcome has included as much evidence regarding the importance of establishing and maintaining a trusting relationship has been included with the signs that an individual is at risk of harm or abuse. This is very pleasing and encouraged to continue in the future.

Level 2 Unit 5: Needs and Preferences

General Comments

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 this unit. 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.

There are no word length limits for the amount of evidence a learner should submit. 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 this unit which is pleasing to see.

Centres are required to assess all learning outcomes for this unit, 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.

This unit is best approached from a holistic perspective and centres that 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. The assessment methodology used for each case study need not be exactly the same eg. One case study may be in the form of a report, one may be in the form of a booklet or leaflet and one may be in the form of a presentation, it is up to the teacher / assessor of the unit to decide.

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 outcomes 1, 2 and 5. Learning outcome 2 includes two command verbs per mark band eg. Mark band 1 learners have to identify and then outline. Learning outcomes 1 and 5 includes the command verb identify for mark band 1 and not outline. An outline is required at mark band 2 and a description 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 learner 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 this unit 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 moderator feedback 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 moderator feedback 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 well, and is improved from the previous series as more learners are now including information on the spiritual needs of an individual which has often been left out in previous series of assessment.

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 all mark bands. This weakness was included in previous examiner reports to support centres, however this still appears to be overlooked by many teachers and assessors.

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 that they know the information sources used to inform assessments. This learning outcome was generally completed 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 as learners would show that they can collect information that relates to addressing the needs of individuals, but they did not 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 all mark bands. It is evident that more learners are now including relevant information on collation, which is very encouraging, however more centres need to support their learners with this venture in the future to make this assessment criteria completely accessible to all of their learners.

Level 2 Unit 6: Antisocial and Offending Behaviour

General Comments

This unit is an interesting and unique unit as it is designed to introduce Level 2 learners to the justice sector. There are however, some challenging aspects to it, such as some knowledge of the entire criminal justice sector and the necessity to conduct research. Due to the latter requirements, centres are advised to approach the unit holistically as a research project.

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. However, there are still centres that appear to concentrate on learning outcome 1 to learning outcome 4, with minimum coverage of learning outcome 5 to learning outcome 7, with implications that learners cannot access the higher mark bands.

It is pleasing to note that some centres continue to work with the various components of the criminal justice sector within their local area that is providing learners with a basic understanding of the components of the sector and how they work together within the overall structure. The quality of work produced for this unit remains very high and centres in general are commended for the quality teaching, which is reflected within the work produced for the unit. Conversely, there are still some issues with regard to some of the assessment criteria within the learning outcomes not being covered appropriately. Centres are advised to familiarise themselves with the unit content to ensure that all criteria are fully covered by learners which will enable them to access the higher mark bands.

Learning Outcome 1

Learners are required to develop knowledge of the function of the justice sector and how the different services make up the sector. These should include the police, the Crown Prosecution Service, the probation service, local authorities and the prison service. There is no requirement or need to enter into complex discussions concerning the English Court System, only aspects of the criminal justice system are required such as the Magistrates Court and Crown Courts. Coverage should also include the role of the probation service, local authorities (in respect of their role in relation to criminal justice, which includes anti social behaviour) and the prison service. It is most appropriate to use a case study of an offender, which enables learners to demonstrate their passage through the justice sector to demonstrate the overall structure. This demonstrates application far more than diagrams of the court system which do not tend to provide full coverage. Learners should investigate the justice sector through both primary and secondary research. Most learners are still not including a plan for the research project in learning outcome 1. Good practice would be to provide an overall plan for the whole unit and this will also ensure that learners reference secondary data, which is most important.

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.

The overwhelming majority of learners are now clearly 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 differentiation is required for full coverage of the later learning outcomes within the unit. Learners have been successful in putting forward a variety of explanations to explain the likelihood of offending/re-offending, which revealed some insight and this aspect of learning outcome 2 continues to improve. Linkage to social factors was most apparent and it is pleasing to see that different patterns in relation to for example geographical areas and gender are now being evidenced.

Learners still tend to focus on anti-social behaviour and street crime, whereas the more able learners should be providing coverage of further examples of criminal behaviour. Using sociological resources for crime and deviance would perhaps provide learners with a more holistic perspective.

Learning Outcome 3

As with learning outcome 1, it is very important to ensure that learners reference their work. In this series, many examples of work is still being seen which is taken directly from textbooks, without any use of referencing. This is clearly unacceptable as it lacks authenticity and should not be rewarded.

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, as an example, parenting orders are still being cited as penalties imposed as an alternative to a court appearance. The penalties required are those which are not instigated by a court of law, these can be for example, fixed penalty notices.

Learning Outcome 4

The majority of 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. There were some examples of general crime surveys that did not meet requirements, as they did not fully address the criteria. It is important that the surveys should centre on the consequences of crime on self and others to meet the assessment criteria and it is for this reason that more qualitative research would be appropriate.

As in previous series, the majority of learners developed a questionnaire, which included both qualitative and quantitative data. However, it is still 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 are now fewer surveys being inappropriately completed within the centre, which clearly prevent learners from accessing the higher mark bands within learning outcome 7. Such surveys do not enable the learner to get an overall picture of crime and behaviour and the 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 that can later be used in conjunction with supplementary 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 previous series, there tended to be a lack of evaluation of the results of the survey which prevented learners from accessing 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, to ensure that learners are credited for their contribution.

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. The learning outcome is designed to ensure that learners are aware of the impact of crime on victims and witnesses. The learning outcome is on the whole not being done well and most learners fail to access the higher mark bands as they do not address all, if any of the criteria. It is however, pleasing to note that learners are no longer discussing the impact on defendants but are concentrating more on the victims, albeit more work on witnesses is equally desirable. There are issues with some centres using case studies, however, they do not always address the requirements and veer the learner towards producing additional work for which there is no reward. Good case studies should facilitate the learner in meeting all the criteria within the learning outcome.

Learning Outcome 6

Evidence seen for this learning outcome has been most encouraging, with learners suggesting a range of possibilities to reduce crime within the local area. Secondary research into ways that services are trying to reduce crime and disorder would enhance the section. Local authorities and local constabularies are a good source of information with regard to current developments and such sources should be used to provide evidence from within the local geographical area. Most of these sources can be accessed through the internet, but must be referenced.

Learning Outcome 7

Some learners are now demonstrating insight and developing their knowledge gained from their own surveys that provide them with the information to generate ideas to reduce crime and disorder within their own area. Some interesting and original ideas are being generated, which complement the ways to reduce crime that have been stated within learning outcome 6.

Level 2 Unit 7: Supporting Children and Young People

Work presented for this unit was of a good standard in general, with learners increasingly showing evidence that is clearly focused on the outcomes.

Learning Outcome 1

Work was presented in a range of styles, including booklets, posters and increasingly, case studies. Sometimes the booklet/leaflet approach meant that learners did not explore opportunities to describe and explain their initial responses, and this impacted on the mark awarded. Many learners completed this outcome very well, and some good evidence was seen.

Learning Outcome 2

Recognising signs that suggest that development is not proceeding in line with accepted norms can be a difficult area for learners, but performance in this outcome is improving year on year. Where centres have used guest speakers such as Health Visitors and Children's community nurses and other personnel, they have accessed the higher marks more easily. Work in which learners describe assessment processes and their application are to be encouraged as this often allows marks in the higher bands to be awarded.

Learning Outcome 3

Identifying and showing the impact of different experiences on children's lives was completed with a keener focus than has been the case in recent series'. This is good to see. Where learners have been able to develop their work, particularly around the area of 'impact', some good marks have been justifiably awarded.

Learning Outcome 4

This learning outcome was clearly addressed by the majority of learners. Changes to a person's life, including the issues around transitions, were presented in good depth, enabling marks in the higher bands to be awarded frequently.

Learning Outcome 5

In recent series, the Children's Workforce and the roles of persons working within it has been well presented by learners, as was the case for this series. Work that develops information to include descriptions and explanation of the roles of members of the Children's Workforce continues to attract high marks.

Learning Outcome 6

Learners in this series have built on information relating to the roles of people within the Children's Workforce, and shown an understanding of the impact of this support on children and young people. Some good work was presented, although the role of carers was sometimes still not covered.

Learning Outcome 7

Learners provided work that was better focused than previously, and looked at the benefits of different activities for children and young people. This

depth of knowledge enables good marks to be awarded in many cases. Centres submitted work covering the range of marks available for this unit overall, and much of the work showed well researched evidence from learners. Centre assessment and marking was generally consistent.

Level 2 Unit 8: Patient Centred Health

General Comments

Improvements continue to be made for this unit. Learners are required to show that they 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.

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.

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 this unit. 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. 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.

There are no word length limits for the amount of evidence a learner should submit, 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 now embracing controlled assessment conditions for this unit.

Centres are required to assess all learning outcomes for this unit, 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.

The majority of tasks set by the assignment briefs were accessible to the full range of learner 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 moderator feedback report back to the centre for their future improvement and development.

The majority of centres sampled this series for this unit 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 moderator feedback 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 moderator feedback 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

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 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. 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, this is fine but not compulsory. 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 evidence 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 just 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 common condition, which is appropriate too. Often this learning outcome is completed with learning outcome 6. Where this is the case, learners often lose marks as they tend to repeat themselves rather than have the specific focus for each learning outcome. Both learning outcomes 5 and 6 do connect well, but should be approached separately to ensure learners at this level cover each separate learning outcome equally.

Learning Outcome 6

On the whole learners provided information on appropriate health care practitioners who are 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 an 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 a 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 moderator 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, as currently this part of the assessment focus is being left out by the majority of learners.

Level 2 Unit 9: The Social Model of Disability

Learning Outcome 1

Some good information was presented by learners, although a few still presented the historical perspective, sometimes beginning in the 17th or 18th Centuries, leading to lengthy responses for the outcome. Higher marks were awarded for work where a good understanding of the development of the model in its current context was presented clearly, and included knowledge of its aims and objectives.

Learning Outcome 2

Where all four focuses of the outcome were addressed by learners, good marks were achieved. Development of these outcomes allowed the requirements of the higher mark bands to be met well. Learners in this series had focused more on the full range of the outcome, and this allowed good marks to be awarded in many cases.

Learning Outcome 3

The ways in which the development of support services, provision and the environment are influenced by the social model of disability was best presented in work where good examples, often based on real life provision were used. Work showing interpretation and explanation of the impact of changes on service provision gained marks in the higher mark bands for this outcome.

Learning Outcome 4

Barriers in society is an outcome addressed at various levels by learners in this series. Where higher marks were achieved, learners had explained possible barriers well, sometimes using interviews or case studies to illustrate their work.

Learning Outcome 5

As in previous series', these learners who had addressed all aspects of the outcome, to include ethics, legislation and policies did well. Where aspects of the outcome, such as a relevant piece of legislation, was missing, marks could not be awarded in the higher mark bands, and future learners could be advised of this when planning their work.

Learning Outcome 6

Learners who had reflected on their own values, attitudes and responsibilities scored well here. It may be worth noting that some learners continue to reflect on the values of an organisation, or the responsibilities of people in professional work roles. Ensuring a clear focus on the requirement of the outcome continues to be key information for centres in relation to this outcome. Marks awarded covered the range of mark bands overall.

Generally the work for this unit continues to be of a good standard, and the work seen suggests that learners have completed the work with enthusiasm.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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