

Moderators' Report/
Principal Moderator Feedback

Summer 2012

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2012

Publications Code DP033066

All the material in this publication is copyright

© Pearson Education Ltd 2012

Contents

| | |
|--|---------|
| Introduction | page 4 |
| Level 2 Unit 1 Principles, Values and Personal Development | page 6 |
| Level 2 Unit 2 Working Together and Communicating | page 9 |
| Level 2 Unit 3 Safeguarding and Protecting Individuals | page 11 |
| Level 2 Unit 5 Needs and Preferences | page 15 |
| Level 2 Unit 6 Anti-social and Offending Behaviour | page 18 |
| Level 2 Unit 7 Supporting Children and Young People | page 21 |
| Level 2 Unit 8 Patient Centred Health | page 23 |
| Level 2 Unit 9 The Social Model of Disability | page 26 |
| Grade Boundaries link | page 28 |

Level 2 Controlled Assessment Units

Introduction

The judgement of the moderators and examiners is that some centres have shown some improvements from the January 2012 series. In some units and for some learning outcomes centres 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. However, there are still issues highlighted in previous examiner reports and E9 reports that are not being addressed by some centres.

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 training events. It is highly recommended that centres take advantage of these opportunities throughout the academic year, particularly the feedback events and customised training events. During this academic year, many centres have taken advantage of taking part in a customised training event at their centre or consortium, positive feedback from which proves the value of attending such an event.

We 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 to allow 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 e.g. centre number and name, candidate number and name, marks awarded and final/total mark awarded.

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 please. Feedback sheets should be the place where sentences of information for learners are fed back rather than on the learner's script 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 example assessment materials, schemes of work, assignment briefs and observation record sheets to be used, and use these to inform their teaching, learning and assessment strategies.

A number of centres have done very well within this June 2012 series. Contributing factors include:

- increased 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 who 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 small 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. Further advice is available through the use of the Ask the Expert system regarding Controlled Assessments.

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 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 and for their continual improvement. 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 June 2013 series.

Level 2 Unit 1 - Principles, Values and Personal Development

General Comments

The 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 be sometimes quite demanding on level 2 learners. Some good quality work has been evidenced this series across the range of learning outcomes, however there are some comments with regard to the individual learning outcomes which centres would benefit from noting.

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. 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. As in the previous series, many learners are now making appropriate links to all four sectors, which is commended, as are examples being provided of inter and intra relationships. Learners in general provided appropriate examples of how equality and diversity could be promoted, which included: communication, respecting individuality, acknowledging personal beliefs and non-judgemental attitudes. To further develop work to access MB3, centres would benefit from encouraging learners to explain the effectiveness of the methods by which equality and diversity are promoted within and across the sectors.

Learning Outcome 3

The overwhelming majority of centres are now correctly relating the inappropriate behaviour to staff working within the sectors. Appropriate examples relating to workers within the sectors could be: discrimination, stereotyping, labelling and prejudice. Coverage of the latter part of the assessment focus, the recognition of inappropriate behaviour and ways in which such behaviour can and should be constructively challenged, is still not fully addressed by some centres. Further investigation of policies and procedures within vocational settings as well as appropriate up to date legislation can both be used as a way to challenge the behaviour.

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 MB3. Many learners are still citing legislation that is now no longer in use such as the Disability Discrimination Act which has now been replaced by the Equality Act 2010. Centres need to ensure that all legislation is current as in future series legislation which is out of date by two years or more will not be credited and feedback given within the centre report accordingly. 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, it is important that learners demonstrate how the legislation, policies and procedures support an individual's right and provide a framework to maintain and improve quality of practice. As with most of the learning outcomes within this unit, 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.

Learning Outcome 5

The majority of learners 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 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. There are however, 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 to enable them to access the higher mark bands for learning outcome 5.

Learning Outcome 6

It is pleasing to note that this 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 unable 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

This still continues to be covered poorly, with it sometimes appearing to be included as an afterthought, or included within learning outcome 6. The

latter is acceptable providing that the required detail is still present. The identification of different types of sources for example, 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. It is worthy of note that MB3 will only be awarded if there is an explanation of the different sources, in relation to journals; this could be for example, an explanation of the type of material contained within it and how it is useful and relevant to the specific sectors.

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. Once again 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 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 of the different methods of communication 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 should continue 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

Pleasingly almost all learners are now completing two interactions as is the requirement, unfortunately, there were some learners who provided more than two interactions, in which case only two can be credited. As with learning outcome 1, a direct relationship to the sectors enables learners to enhance the section. The coverage of this learning outcome did not always include an explicit written plan. As a consequence, some learners could not access MB3, 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. The vast majority of centres are now providing witness statements as evidence that learning outcome 2 (b) has been met. 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

Most learners are now managing to demonstrate some understanding of the importance of confidentiality, accuracy and security of records. Examples from the sectors aid understanding and enable learners to provide explanatory coverage, which would in turn enable them to access MB3. 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 as opposed to accessing documents from the sectors which would further vocational experience for their learners. An example could be a passport application form, which would involve the justice sector, or recording forms obtained from the health sector. To access MB3, it is a requirement for learners to evaluate the process; this is not always being completed in enough detail to warrant MB3 being awarded. On occasions, the learning outcome was still seen to be 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 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, this is pleasing. Examples can be drawn from but not exclusively; youth offending teams working with local authorities, Connexions partnerships, voluntary sector provision, and children's centres. Learners who use partnerships between individuals are unlikely to be able to access any higher than the first mark band.

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 MB3 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

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. Many centres do continue to use Edexcel's assignment brief and alter it to fit their locality, however it is seen in this series 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' that 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 SH203, this is pleasing to see.

Centres are required to assess **all** learning outcomes for SH203, 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 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 that there is far more of this going on for this series. Teachers have the freedom to select their own 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 SH203 within 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 learning 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 e.g. Learning Outcomes 2 and 6:

Learning Outcome 2 includes two command verbs per mark band e.g. 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.

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 applied marking criteria accurately, but not always consistently, this suggests some 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 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

This 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 they have all 3 mark bands accessible to them.

Learning Outcome 2

Learners have to demonstrate 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 i.e. 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 one 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. 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 lifted straight from a textbook or the internet in general rather than applying it to the real world of work. Higher marks were awarded to some learners for their ability to look at the main causes of infection in general and then pursue this within a sector 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 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 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. 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. Numerous learners did not 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 SH203, however despite this cases for action following a risk assessment are still not being included in the learners 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 work seen this series for this learning outcome included evidence regarding the importance of establishing and maintaining a trusting relationship with the signs that an individual is at risk of harm or abuse.

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 SH205. 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 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 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 e.g. 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 e.g. Learning Outcomes 1, 2 and 5. Learning Outcome 2 includes two command verbs per mark band e.g. 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 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

This 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.

Learning Outcome 3

This 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 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 required learners to demonstrate 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 required 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 all mark bands. It is evident that more learners than ever 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

Unit 6 is an interesting and unique unit as it is designed to introduce level 2 learners to the justice sector. There are however, also 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.

Some centres are continuing to work with the various components of the criminal justice sector within their local area this is providing learners with hands on 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 are 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 LO1, the inclusion of a plan is most important and enables learners access to the higher marks within MB3, 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 accurately demonstrating their understanding of the difference between anti-social and offending behaviour. It is most important that learners provide evidence 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 LO2 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 far more. Once again such coverage enables learners to access the full range of marks.

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 which are appropriate within the context of the unit.

Learning Outcome 3

As with learning outcome 1, it is very important to ensure that learners reference their work. Many examples of work are still being seen which is taken directly from textbooks, without any use of referencing. This is clearly unacceptable as it lacks authenticity and in future will not be rewarded above MB1.

The overwhelming majority of learners cited appropriate 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.

Learning Outcome 4

It is essential that learners carry out a survey for this learning outcome to enable them to access higher than low MB1 marks. 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 very 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 this series, there were no reports of centres completing surveys within their own centres as opposed to the wider local environment.

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 MB3. It is important to note that the assessment focus for this LO 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

Learners are asked to 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. As in previous series, the learning outcome is on the whole not being done well and most learners were unable 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, as 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 once again 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

This really enables learners to demonstrate their own insight into proposing solutions and is producing some very insightful responses from learners. Some are 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,

Level 2 Unit 7 - Supporting Children and Young Children

General Comments

The centres' presented work of a good standard for this unit, and many candidates were able to demonstrate their understanding in a concise and comprehensive way for this series, which was good to see.

Learning Outcome 1

Candidates used booklets, charts and posters in work for this outcome, all of which allowed for the comprehensive presentation of key information. The majority of the work was of a good standard. The presentation styles used enabled candidates to find information about established norms for the ages and stages of child development and then present it in their own way, which was good to see. Descriptive work, showing examples and interpretation is needed to show candidates' understanding clearly and thereby access higher marks.

Learning Outcome 2

Work demonstrated candidates' good understanding of ways in which possible signs that may indicate development differing from norms can be recognized. This was sometimes presented in conjunction with Learning Outcome 1. Candidates had also shown an understanding of the roles of different health personnel, and demonstrated an understanding of the limitations of their observations, and how these contribute to the information used by health care professionals. This was encouraging to see and suggests clarification being offered within the teaching of the unit, for which centres' are to be commended. Where candidates' had access to visiting speakers, such as Health Visitors and children's community workers, the work often achieved higher marks, and this is to be encouraged within the centre's delivery where possible. Candidates should be encouraged to present their information using descriptions of assessments and show understanding of variation outside norms to meet the requirements for mark band 2. For mark band 3, explanations that show more in depth understanding, with examples, will ensure access to the higher marks.

Learning Outcome 3

This outcome attracted some good work. Candidates in this series were better able to focus on the concept of experiences in children's lives, as is required by the outcome and marks were recorded to reflect this. For some candidates further development of the work to consider fully the impact of different experiences would allow them to show their knowledge and understanding, this would ensure access to higher marks for this outcome. Examples of different experiences should be included by candidates, covering both children and young people would help candidates to access higher marks. Some description and rationale is needed as to why the experiences are appropriate, and how they impact on development. Explanations should give reasons for the candidates' choice of activity, and its benefit and include aspects such as access and any support needed.

Learning Outcome 4

A range of approaches was used to address this outcome, including case studies and more generic examples, most of which worked well. Candidates were able to relate changes in a person's life, including transitions, to possible effects on their behaviour. In some work, transitions could have been developed to ensure that candidates show their understanding across a range of relevant issues. This will ensure access to marks in the higher mark bands for more able candidates.

Learning Outcome 5

A clear definition of the Children's Workforce was presented in the work, and candidates had shown understanding of the roles of different workers. Most candidates had provided sound evidence that showed their understanding, sometimes using a Workforce diagram, supported by written information and were thus able to access mark band 2. Explanations of the role of each of the agencies is needed to access marks in the higher mark band, and this again was well done by candidates in many centres'. This area links closely with Learning Outcome 6, and in some cases candidates were able to combine these two responses to good effect.

Learning Outcome 6

As in previous series' this was an area where work covered full the range of marks. Candidates tended to look at specific roles carried out by persons working with young people and showed understanding, using examples to good effect within their work. Families, carers and professional workers all need to be included in the work, with examples of how they can work effectively with children and young people to ensure that the work accesses the higher marks available. Work for this series showed an increase in work that contained the full range of information relating to families and carers, thereby ensuring full coverage of the outcome. Marks were awarded accordingly.

Learning Outcome 7

Although not all candidates devised activities, this outcome was still effectively addressed, with many candidates showing their understanding through suggesting appropriate activities for children and young people and developing these using their own ideas. In the main the activities suggested were relevant, and their benefits explained by candidates. However, where candidates were not able to show the benefits of the activity in relation to the age and stage of the child/young person, or suggest possible ways to develop the activities, higher marks could not be awarded. To address this outcome fully, two activities need to be suggested, with reasons why they are appropriate. For mark band 2 marks, the activities, and how they support development, should be described. Explanations of how the activity supports development, and any possible issues around implementation are needed to access mark band 3 marks.

Centres submitted work covering the range of marks available for this unit overall, and much of the work showed well-researched evidence from candidates. Centre assessment and marking was generally consistent with moderator marks.

Level 2 Unit 8 - Patient Centred Health

General Comments

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 SH208. 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 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 SH208.

Centres are required to assess ALL learning outcomes for SH208, 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 applied 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 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 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 SH208 applied marking criteria accurately, but not always consistently, this suggests some 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 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

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 covered 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 are Asthma, Diabetes, Heart Disease, Cancer (various e.g. rectal, breast and skin).

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.

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 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.

Level 2 Unit 9 - The Social Model of Disability

General Comments

Most centres provided the work submitted for this unit in a timely way and the required submissions of marks completed by centres. A good standard of work was presented overall, with some insightful comment from candidates seen.

Learning Outcome 1

There was some comprehensive historical information included in submissions from many centres, which is good, and many candidates presented this in a succinct way which was good to see, given the 30 hour time recommendation for this unit. Many candidates presented good outlines of the development of the social model of disability, and related this to current provision. Some work was limited and needs to show more interpretation and development to ensure higher marks are accessible. Where candidates had access to real life examples, such as adaptations or developments within their school environment, candidates were able to show a good level of understanding.

Learning Outcome 2

Work for this outcome was again varied in depth and range with marks being awarded accordingly. Some candidates were able only to address some aspects of the outcome, and this affected the marks awarded. All four aspects of the outcome, its meaning, how it addresses discrimination, how it supports independence and how it differs from the social model need to be included to ensure full access to the range of marks available in each mark band. For mark band 2, work should show comprehensive coverage of the range of issues identified, and explanations in mark band 3 should contain some examples and interpretation. Where this outcome was covered in range and depth candidates scored very well and in cases where candidates had covered the full range of the outcome, albeit in outline some good marks were achieved.

Learning Outcome 3

Where centres had encouraged candidates to use examples to illustrate and explain their work, some good marks were justifiably awarded. Again, full coverage of the outcome requirement is key to allowing candidates to access all marks available within the different mark bands. To achieve mark band 3, future candidates' work should show interpretation of the developments as well as just descriptions of them. This could be done in relation to service users' access to education and services, and lifestyle arrangements, depending on the style of the centre assessment.

Learning Outcome 4

Candidates showed good understanding of barriers that can face people with disabilities in society. Centres have supported candidates to good effect by promoting opportunities for them to expand on their information through the use of examples, and this is reflected in the marks awarded. Visits and discussions with service users, sometimes including the candidates themselves, and service providers proved a good source of information here, as shown within some of the work presented. Work that contains

descriptions and explanations based on research and discussion with relevant people will ensure that candidates can access the higher marks available.

Learning Outcome 5

The quality of evidence for this outcome was more consistent than in previous series', although in some work not all three aspects of the outcome were included at the same level of depth. Centres where work presenting ethics, legislation and policies that support the social model of disability as linked factors allowed many candidates' to demonstrate their understanding of these links effectively, and access marks in the higher mark bands. Where candidates had done this, some excellent work was seen, and marks were awarded accordingly. For an outline candidates need to show that a policy is derived from a piece of legislation, including the ethical issues underpinning its development. Descriptions need to show understanding of the application of the policy and give examples of how this is applied in a real situation. For mark band 3, work should contain explanations of this process, and relate clearly to its application in the real life situation.

Learning Outcome 6

Candidates' ability to reflect on and record their values was generally of a good standard in this series, although not all presented work for this outcome. Marks awarded covered the range of mark bands, with many being able to achieve mark band 3 marks for this outcome. This is clearly a skill that centres are encouraging candidates to develop, and evidence within candidate work shows that this is being done to good effect. To achieve in mark band 3, candidates need to show that they can understand how their own views might have developed and demonstrate an understanding of their behaviour in relation to their social responsibilities.

As in previous series' candidates have worked hard on this unit and work seen is of a good standard, with some high marks being duly awarded overall.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code DP033066 Summer 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

