

Moderators' Report/
Principal Moderator Feedback

Summer 2013

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

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Introduction

The judgement of the moderators is that some centres have shown some improvements from the June 2012 series as they have, in some units and for some learning outcomes 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 Principal Moderator Reports. However, there are still issues highlighted in previous examiner reports and E9 reports that are not being addressed by some centres, which is a concern.

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 bespoke / customised training events. During this academic year, many centres have taken advantage of taking part in a customised support / training event at their centre or consortium, positive feedback from which proves the value of attending such an event.

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 student 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 as well as required, 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 students are fed back rather than on the student'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 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 2013 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 student's achievement of a learning outcome/s.

Significant improvements have been seen by centres who have historically 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 Assessment.

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 2013 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 2014 series.

Level 2 Unit 1 Principles, Values and Personal Development

General Comments

The unit aims to provide students 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.

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 who continue to deliver the unit would benefit from noting.

Learning Outcome 1

The majority of students continue to provide evidence of their awareness and to some degree an understanding of the twelve terms as directed in the assessment focus. A substantial number of students provided explanatory evidence which contained relevant examples and some provided links between the terms, which are examples of good practice.

This series, there were still some examples of students covering the terms in unequal depth, centres are required to note that the assessment of work is driven by the mark bands and that almost all the coverage of the terms must be explanatory to access Mark Band 3. Some centres are still not covering culture and beliefs as separate entities to enable learners to achieve full marks.

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 across the sectors. A good number of students are making appropriate links to all four sectors and are providing appropriate examples of how equality and diversity could be promoted. Some explanation as to the effectiveness of the methods by which equality and diversity are promoted within and across the sectors would enhance the section.

Learning Outcome 3

There are still one or two centres who are accepting examples of inappropriate behaviour from their students which does not meet the requirements of the specification. The inappropriate behaviour must be related to staff and not to the users of services. Appropriate examples relating to workers within the sectors are: discrimination, stereotyping, labelling and prejudice. Coverage of the latter part of the assessment focus, which requires students to demonstrate knowledge of ways in which inappropriate behaviour can and should be constructively challenged, is still not being fully addressed in some instances. 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 and students would benefit from visiting settings to enhance their learning.

Learning Outcome 4

The information required to meet this learning outcome is wide and it is recommended that centres allocate substantial time to enable students to provide full coverage. Many students 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 to successfully access Mark Band 3.

There still remain some instances of earners 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, legislation which is out of date by two years or more will no longer 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 students providing information on how this combines to provide a framework to maintain and improve the quality of practice. It is important that students demonstrate how the legislation, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice. As with most of the learning outcomes within this unit, students 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 students to apply their knowledge and thereby achieve further understanding as to the importance of these instruments.

Learning Outcome 5

The majority of students discussed 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 students are addressing their own values, knowledge and skills under different subheadings and providing extensive evidence. Continuous improvement has been made as centres provide more focus on this aspect of the unit, which enables students to self reflect on their own position. There are however, still a small minority of students who are reflecting on the skills, knowledge and values required to practice in a particular sector as opposed to their own values etc. and unfortunately as a consequence, are not able to access the higher mark bands. In this instance, benefit may be gained from enabling students to make comparisons between their own values, knowledge and skills and those required to practice within the sectors.

Learning Outcome 6

The learning outcome is now completed in more detail, with many students encouragingly providing examples from within the sectors. Students 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. Most students are now demonstrating their ability to generate ideas and explore possibilities to continually improve practice and

the quality of service provision through development of skills and knowledge.

Learning Outcome 7

Evidence indicates that the coverage of Learning Outcome 7 is still not done in as much depth as the other learning outcomes, although encouragingly, one or two examples of work did indicate that centres had taken note of previous reports and had ensured that the evidence provided by students was far more substantial and included a number of various sources for example, web based, written texts and appropriate journals used within the sectors .

Centre should note that Merit Band 3 will only be awarded if there is an explanation of the different sources and how they are useful and relevant to the specific sectors.

Level 2 Unit 2 Working Together and Communication

General Comments

The unit is designed to ensure that students have a sound knowledge of communication and how information sharing and confidentiality are of fundamental importance across the sectors. The samples of work submitted this year indicated that most centres are now taking note of the comments within the Principal Moderator report and using them as guidance.

Learning Outcome 1

The learning outcome was evidenced well overall with the majority of centres investigating different methods of communication in different settings. As with previous series, there are still some centres who would assist their students by encouraging them to relate the different methods of communication to the sectors as opposed to their work having little or no application to the sectors. By linking the methods of communication to the settings would also enhance student understanding of how the potential barriers to communication inherent in each sector can be overcome. 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 students to gain such knowledge.

Learning Outcome 2

Pleasingly all student work sampled indicated that two interactions are being carried out as is the requirement. However, one or two samples of coursework were noted where it was reported that students had 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 students to enhance their evidence for this section. The coverage of this learning outcome did not always include an explicit written plan and as a consequence, some students could not access Mark Band 3, as they were considered not to have met all the criteria. It is important that such plans are included as it can provide evidence of the contexts in which students proposed to use the different methods of communication and also the effectiveness of the use of such communication. Whilst the overwhelming majority of centres provided witness statements as evidence that learning outcome 2 (b) had been met, the content of some witness statements is still not fit for purpose. It is most important that witness statements provide clear evidence of the skills that each student has used to communicate in both interactions.

Learning Outcome 3

Work sampled indicated that most students had met the majority of this learning outcome well by providing some detailed examples as to recording and reporting arrangements for different settings. Most had also 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. Examples of risks could be those to service users, risks to optimum delivery and also the risk to practitioners.

Learning Outcome 4

Most students are now covering the importance of confidentiality, accuracy and security of records, which together with using relevant examples from sectors enables them to potentially access Mark Band 3. This is a pleasing development.

Learning Outcome 5

Records are being completed accurately and legibly. Some centres are still constructing their own records as opposed to accessing documents from the sectors which would be less time consuming for them and provide further vocational experience for their students. Good examples which are very easy to locate could be 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 students to evaluate the process, evaluation is improving but is still being assessed leniently by some centres. It is acceptable to use the evidence acquired in learning outcome 3 to complete this learning outcome, providing it is clearly stated where the evidence has been met.

Learning Outcome 6

Coverage of this learning outcome has improved with most students demonstrating knowledge and understanding of both statutory and non statutory partnerships and providing detail as to what is meant by a successful partnership and the importance of working in partnership to provide effective services, some good well thought out and researched partnerships which cover both statutory and non-statutory provision have been seen this series.

Examples can be drawn from but not exclusively from the following; youth offending teams working with local authorities, Connexions partnerships, voluntary sector provision, and children's centres.

Learning Outcome 7

Most students were able to reflect upon their own role and those of others in the team event. Students 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 student has made their own contribution to the team event.

Level 2 Unit 3 Safeguarding and Protecting Individuals

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 students, 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 now developing their own assignment briefs, often with a local focus which in turn makes the learning outcomes far more accessible for the students.

There are no word length limits for the amount of evidence a student 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 this unit, this is pleasing to see.

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

Teachers should encourage their students 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 that there is far more of this going on 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. Students 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, students 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.

Mark Bands on the whole require the students 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 students 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.

Students 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 student, 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 students 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 student 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 students 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 student 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. Students 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 students does not include an explicit plan of their investigation and it is common that students 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 students 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 students include their plan and information about which primary and secondary methods they used and why to have all 3 mark bands accessible to them.

Learning Outcome 2

Students 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 students. Ideally students should be encouraged to engage with different practitioners who work within the four sectors (or some /one of them) to ascertain this information. Students who did this tended to attract higher marks. Also, where students communicated with practitioners about the focus of this learning outcome they appeared to enjoy this challenging learning outcome far more than those students 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 students 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 students 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

Students need to evidence that they know a range of emergencies and the appropriate responses to them. Students 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 student. 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 student. 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 to generally with no real justification of the mark awarded &/or the learning outcome under assessment.

Learning Outcome 5

This learning outcome requires the student 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 students, much of the evidence seen for this learning outcome was lifted straight from a textbook or the internet in general rather than applying it to the real world of work. Higher marks awarded to some students was 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 student 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 student 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 students 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 students failed to include the role of risk assessment and unfortunately many students did not include a persuasive case for action - students are unable to access all the mark bands if this is not evidenced. There has been a comment about the need for students to include a persuasive case for action in previous series moderator reports for this unit, however despite this, cases for actions following a risk assessment are still not being included in the students evidence for assessment.

Learning Outcome 7

Students 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 students 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 students, 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 student 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 which is pleasing to see.

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

It is suggested that teachers encourage their students 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 students 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 students 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 students have been able to select their own individuals with different needs as the focus of their case studies, evidence produced by the student has been of higher quality. Some centres have given their students 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 students 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 students 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 students 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 do 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 students. This is encouraging as it has been found that where assignment briefs are made more local and accessible to the students that they produce better quality of evidence.

The majority of tasks set by the assignment briefs were accessible to the full range of student 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 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 students 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 students 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 students 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

Students 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 students 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 student 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 moderator reports to support centres, however this still appears to be overlooked by many teachers and assessors.

Learning Outcome 4

Students are to evidence that they understand the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes. Where students 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 students who did not have this opportunity.

Learning Outcome 5

Many students 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, students who were able to access practitioners tended to achieve higher marks.

Learning Outcome 6

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

Learning Outcome 7

This learning outcome asks students 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 students would show that they can collect information that relates to addressing the needs of individuals, but they do 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 student not being able to access all mark bands. It is evident that more students than ever are now including relevant information on collation, which is very encouraging, however more centres need to support their students with this venture in the future to make this assessment criteria completely accessible to all of their students.

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 students to the justice sector. There are however, some challenging aspects to it, such as the necessity to carry out research and 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 students with hands on understanding of the components of the sector and how they work together within the overall structure, this is welcomed. The quality of work produced for this unit remains high and centres in general are commended for the quality teaching, which is reflected within the work produced for the unit. The following guidance is designed to assist centres and should be applied:

Learning Outcome 1

Students 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. Some centres are using case studies to provide interest to the student and to cover the content of the unit, this is highly appropriate as it enables students to demonstrate their passage through the justice sector to demonstrate knowledge and application of the overall structure of the system. Students should investigate the justice sector through both primary and secondary research. Most students are still not including a plan for their research for Learning Outcome 1, despite this being mentioned in previous moderator reports. The inclusion of a plan is most important and enables students access to the higher marks within Mark Band 3, good practice would be to provide an overall plan for the primary research required across the entire unit.

Learning Outcome 2

Students are required to know different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and reoffending. Samples of work seen this series did not always provide evidence that students are accurately demonstrating their understanding of the difference between anti-social and offending behaviour. It is most important that students 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.

In general, students have been successful in putting forward a variety of explanations to explain the likelihood of offending and re-offending, which demonstrated understanding and this aspect of Learning Outcome 2 has continued to improve. Linkage to social factors was most apparent and it is pleasing to see that different patterns in relation to geographical areas and gender are now becoming far more prevalent. Students in general, still tend to focus on anti-social behaviour and street crime however, there is some evidence that one or two more able students are now including white collar crime and have been rewarded appropriately for this.

Learning Outcome 3

As with learning outcome 1, it is strongly recommended that students reference their work. Many examples of work are still being seen which is taken directly from textbooks, without any acknowledgement to the source. The overwhelming majority of students cited appropriate examples of the different sanctions, which can be imposed as an alternative to a court appearance. Some students 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 students carry out a survey for this learning outcome to enable them to access higher than low Mark Band 1 marks. The majority of students conducted primary research in the form of questionnaires. Well-planned surveys enabled students to develop further understanding of the consequences of anti-social/offending behaviour both on themselves and on others. There were however still some examples of general crime surveys that did not meet requirements, as they did not fully address the criteria. It is most 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 overwhelming majority of students developed a questionnaire, which included both qualitative and quantitative data, however, it is still not always apparent that students could differentiate between the two. Centres need to ensure that students 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 if the local area allows for this. Data was in general, very well presented, in the form of pie-charts and graphs. It is pleasing to note that more centres are now encouraging students to focus more on the evaluation of the results of the survey which enables them to access Mark Band 3.

It is important to note that the assessment focus for this Learning Outcome is concerned with evaluation of the information and where group work is still used, it is necessary to provide full documentation of the input of each student to the final outcome, to ensure that students are credited for their contribution.

Learning Outcome 5

Students are asked to demonstrate their understanding of the impact of crime on victims and witnesses and their needs for protection, respect, recognition, information and confidentiality.

As in previous series, the learning outcome is on the whole not being done well and most students were unable to access the higher mark bands as they do not tend to address all the criteria. It is however, pleasing to note that students 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 student towards producing additional work for which there is no reward. Well designed case studies will facilitate the student 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 students suggesting a range of possibilities to reduce crime within the local area. 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 easily be accessed through the internet, but should be acknowledged within the bibliography.

Learning Outcome 7

This really enables students to demonstrate their own insight into proposing solutions and is producing some very insightful responses from students. Some are developing their knowledge gained from their own surveys using the information to generate ideas to reduce crime and disorder within their own area, students who provide evidence of having done this should be generously rewarded.

Level 2 Unit 7 Supporting Children and Young People

General Comments

The majority of work arrived on time, although some centres sent work that arrived outside the timeframe required by Edexcel. Centres were generally accurate in the recording of marks on the screen and OPTEMS sheets, and where centres needed to amend information they responded efficiently to requests to do so from moderators.

Documentation from most centres included an assignment brief, feedback to students, evidence of assessment decisions and internal verification, which was helpful to the moderation process. Not all centres included information for students regarding controlled assessment, which is available in Appendix E of the specification – this is useful guidance for students and moderators, and centres are advised to include this in future.

Annotation of the work was generally well done, and supportive for both students and moderators, and centres are thanked for this. Assessment decisions, although sometimes generous, were generally supported at moderation. Where witness testimony is used as the principal form of assessment, centres are advised to encourage the submission of supporting notes etc in student work to enhance the presentation of evidence. No significant issues were raised in the moderation process.

Learning Outcome 1

Students are required to show an understanding of the key stages in the development of a child and young person. Most students across the samples tackled this learning outcome quite well, although weaker students tended to struggle with the breadth and depth of information required.

Within the work presented, most students were able to provide evidence (often in table format) in relation to the development of children and young people and make links to the key stages. Sometimes students did this through the use of a case study. In most of the work sampled, students' had covered all the four key stages [0-3, 3-7, 7-12, 12-16] and milestones, with PIESL in varying amounts of detail. Marks were awarded across the range of mark bands.

Learning Outcome 2

For this outcome students need to be able to show that they can recognise signs that could indicate that development might differ from agreed norms. Some students coped well with this outcome, although others, particularly the weaker students found completion of this learning outcome a significant challenge. Where there was evidence that students had been supported appropriately by on-going assessor feedback, giving advice on how to develop information, such as concerning APGAR scores and the use of centile charts, some sound evidence was generated. Some students presented their information in a leaflet format, which students seemed to find interesting, although it should be noted that this presentation style may have limited opportunities for the highest mark band to be confidently accessed.

Students from some centres used evidence that was based on work experiences previously undertaken. Where prior experience had been used, the students were able to fully meet this learning outcome, and include relevant examples in their work. Some students had conducted interviews of workers within sector and captured their evidence in this manner.

Learning Outcome 3

Students are required to show how different experiences can enhance the learning and development of a child and young person. Many students tackled this learning outcome quite well, although some answers were rather imprecise, with much of the evidence descriptive in nature.

Transitions were mentioned by some students. These ideas would benefit from further exploration to demonstrate how they affect behaviour and development. It was pleasing to see that students showed a clear understanding of the importance of positive experiences [routines, social interactions, play etc] and the need for realistic adult expectations in the learning and development of children and young people. Many students went on to produce different activities that enhance learning and development of a child and young person.

Learning Outcome 4

Students are required to show an understanding of how changes in a child or young person's life can affect their behaviour and development. In much of the work presented the assessment focus was well interpreted for this learning outcome. The evidence showed that the majority of students had a good understanding of the different transitions and changes can affect their behaviour and development. Some centres had suggested that students presented their ideas through the use of a case study, which was effective in some cases, although in some work not all of the transitions or effects of changes were fully described or documented. Evidence submitted was mainly a mixture of description and explanation. It was good to see that life events, with observations on behaviour and development, including transitions, were covered soundly by most students sampled and PIES covered also.

Learning Outcome 5

Students are required to know the purpose and overall structure of the children's workforce. The evidence sampled against this learning outcome showed most students did have a sound understanding of the children's workforce. Some of the students had made good links to the different sectors and how the different organisations play an important role. The majority of the work sampled including diagrams or flow charts as an additional example of the structure of the Children's workforce. It was pleasing to see that 'Every Child Matters' and its application was included by some students. Students would benefit from developing greater depth in reviewing how changes in legislation and professional practice have benefitted child care supervision.

On the whole, the purpose and broad overall structure of the children's workforce should be covered in good detail, including the roles of persons working within it. The use of diagram/posters can help students to address

the scope of the structure, and work can then be extended to gain higher marks.

Learning Outcome 6

Students are required to know how people working with children and young people can support their continuing development. Many students provided examples of different professionals who can support children and young people, but reference to families and carers was weak generally. Students should be reminded about the aspect 'in conjunction with families and carers'. The use of practitioners as guest speakers could enhance the delivery of this learning outcome.

Learning Outcome 7

Students need to be able to devise activities to support the development of children and young people. This learning outcome was attempted by most of the students sampled. Generally, students included a fairly wide and interesting variety of activities in their responses, covering the learning outcome criteria quite well. Suggestions for activities were competently explored, and students clearly covered both a child and a young person with appropriate activities, although some work was brief on areas of development. Some students had produced a general descriptive piece of text but had not mentioned activities they themselves had produced or used.

Level 2 Unit 8 Patient Centred Health

General Comments

Students 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 students 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 students, 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 students. This is encouraging as it has been found that where assignment briefs are made more local and accessible to the students that they produce better quality of evidence.

There are no word length limits for the amount of evidence a student 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.

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

It is suggested that teachers encourage their students 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 student 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

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 students 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. Students 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 students had a tendency to cut and paste class handouts or internet sources to provide details of these baselines, which is not advisable. Most students 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 students were able to use simple measures to record their own baseline measurements. Some students had made links of comparison to others using a comparative table to show results. This learning outcome was done well by some students, 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 students had undertaken their measurements. These records were generally completed by both the student and assessor, but were quite general and did not provide full explanation as to what the student 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 students covered three highly appropriate common conditions, which could be carried through to enable students to provide comprehensive evidence of how the conditions were treated. Popular choices are Asthma, Diabetes, Heart Disease, Cancer (various eg. rectal, breast and skin). The more able students provided evidence of explanatory coverage by applying the conditions to the lifecycle to the specific chosen conditions. Centres may encourage students 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 students were able to demonstrate understanding of a range of common conditions on the well being of individuals, their families and carers. Many students used the same conditions, which they had investigated in Learning Outcome 3, this is fine but not compulsory. Although some students 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 students providing more descriptive and explanatory evidence as opposed to just diagrams. Many students chose to use one of the conditions, which they had covered in Learning Outcome 5. This was good practice as it enabled students 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 students provided information on appropriate health care practitioners who are involved in their chosen care pathway. Only the weakest students cited receptionists and general medical staff as part of the range of healthcare practitioners. Detail tended, once again, to be brief and whilst students 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 students are still providing evidence by a diagram to meet this learning outcome, which lacks detail. Students 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 students 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

The majority of work arrived on time, although some centres sent work that arrived outside the timeframe required by Edexcel. Centres were generally accurate in the recording of marks on the screen and OPTEMS sheets, and where centres needed to amend information the responded efficiently to requests to do so from moderators.

Documentation from most centres included an assignment brief, feedback to students, evidence of assessment decisions and internal verification, which was helpful to the moderation process. Not all centres included information for students regarding controlled assessment, which is available in Appendix E of the specification – this is useful guidance for students and moderators, and centres are advised to include this in future.

Annotation of the work was generally well done and supportive for both students and moderators, and centres are thanked for this. Assessment decisions, although sometimes generous, were generally supported at moderation. Where witness testimony is used as the principal form of assessment, centres are advised to encourage the submission of supporting notes etc in student work to enhance the presentation of evidence. No significant issues were raised in the moderation process.

Learning Outcome 1

The students are required to investigate the social model of disability, its development and its aims and objectives.

Some students demonstrated a good understanding of the development of the social model and included reference to its aims and objectives and also provided background information as to how the model has evolved. However, in work from some centres, many students had provided limited information on the aims and objectives. Work seen achieved marks in all mark bands, with several examples of good explanatory evidence presented.

Learning Outcome 2

This learning outcome requires the students to understand why and how the social model is important in addressing discrimination, supporting independence and choice, and how it differs from the medical model. In the stronger evidence seen, students provided full coverage of the learning outcome and some good descriptive evidence was presented overall. Students presented very good clear differences between the social and medical models, showing how the social model supports choice and independence. Many of the students had made some inferred reference to how discrimination is addressed. Work was seen in all mark bands, and was, in the main comprehensive in its range of outcome coverage. Where students were able to provide explanatory evidence, marks achieved were in mark band 3. Some students presented work in outline only but still covered the range of the outcome, which was good to see.

It may be worth noting that in centres where students combined their answers with work for learning outcome 1, there was a tendency to confuse some issues. Future students could be encouraged to keep comments for each learning outcome separate, in order to focus on the specific requirements of each one.

Learning Outcome 3

Students are required to demonstrate an understanding of how the social model shapes and influences the provision of support, services and the environment.

This outcome was generally completed well. Many students provided valid evidence against this assessment focus. In some centres students were able to survey their school surroundings and to interview members of staff to gather evidence of provision within the environment for people with disabilities. Students gave examples of how the social model influences development of support, with a few making reference to their local community and explaining how the social model shapes the environment. Most students were able to show a sound basic understanding of the outcome integral to their work as a whole, which was encouraging. In some work, the focus of this outcome was not as clearly presented as it might have been, and work did not always meet the full range of the outcome consistently. This meant that some work comprised only basic descriptive evidence, and marks were awarded accordingly.

Learning Outcome 4

Students are required to show an understanding of how potential barriers in society and the environment might be overcome.

The majority of students demonstrated a good understanding of potential barriers in the environment and society and how these may be overcome. Work seen spanned the full range of the mark band descriptors. Some students provided very good examples which were reflected in the marks awarded.

In some centres students seem to have found this learning outcome a challenge to complete. Tutors may wish to consider referring students back to the learning outcome range in order to encourage them to develop their comments in relation to attitudes, emotions and language.

Learning Outcome 5

This learning outcome requires an understanding of ethics, legislation and policies. The majority of evidence relating to this learning outcome tended to be weighted towards legislation and policy. In the stronger work seen students were able discuss key legislation and a resulting policy that supports the social model of disability; however they were not as articulate about the role of ethics. Where students did manage to identify the meaning of 'ethics', most work was concise, and sometimes incomplete. Very few students had made a link to how ethics supports the social model of discrimination but many of the students had provided good descriptions as to the Disability Discrimination Act.

Future students could be encouraged to address the full range of the outcome, particularly in relation to the role of ethics, in order to achieve higher marks. Occasionally observation reports were used to provide evidence for this outcome. These tended to produce limited information about students' understanding of the outcome focus. Centres wishing to use this type of evidence in future are encouraged to include students' notes and any other supporting evidence available, to ensure that students' understanding can be confidently demonstrated throughout the assessment and moderation processes.

Learning Outcome 6

The students are required to reflect on their own attitudes, values and personal responsibility towards others. In much of the work presented, this learning outcome was met by the use of a reflection which is a valid way to address the assessment focus, with the students being able to recognise their own values, attitudes, personal and social responsibility towards others. Some good insight is shown by students in relation to their own attitudes and values and this is reflected in the marks awarded for the outcome which were, in the main appropriately assessed within the mark bands.

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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

