

# Examiners' Report June 2009

Principal Learning

## Society, Health and Development Levels 1 & 2

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# Principal Learning Society, Health and Development

## Level 1 Introduction

This is the first moderation series where all the available units for the Level 1 Principal Learning in Society, Health and Development, whether internally or externally assessed, have been offered for moderation and awarded. This moderation series follows a limited window in January 2009 where Unit 1 and Unit 2 were offered for moderation and Unit 6 was available for external assessment.

Although there were only a small number of centres that submitted work for this series, it is pleasing to report that all work moderated this summer shows that centres are actively supporting their learners in accessing the grading criteria for the relevant units and that the majority of learners are applying their knowledge to the four sectors as required by the Society, Health and Development Principal Learning at Level 1.

The majority of centres that submitted work for moderation this series supplied the correct moderation sample. Annotation by centre assessors indicating where evidence could be found against relevant Learning Outcomes supported the moderation process.

It is also pleasing to report that the majority of learners were seen to be able to generate evidence that demonstrated application to work related scenarios and fulfilled the requirements for applied learning. The best work seen was produced as a result of case studies or scenarios either set by the centres or related to those supplied within the specification. Where centres generated their own assignment brief, internal verification procedures were seen to be useful in ensuring that these were fit for purpose.

There were some instances where centres did not supply the correct Candidate Record Sheets as available on the Edexcel website. This hindered the moderation process although centres were quick to respond to requests to supply the relevant paperwork.

The administration of paper work was not consistent across centres, key issues being EDI forms not sent with the samples; marks totalled incorrectly; inaccuracies between marks on the EDI and the mark record sheet. The majority of centres enclosed internal moderation documentation. The internal moderation marks were often entered on the Candidate Record Sheet. Centres are advised to leave this column blank for external moderation purposes.

Often, centres did not use Marking Grid B and this added confusion to the overall mark and delayed the moderation process. Where Learning Outcomes have marks available on two Marking Grids - A and B - it is important that centres include both marks in the total marks awarded to the learners.

In some of the work sampled this series, there was no authentication signature from the learner. Centres are advised to ensure the mark record form has been signed by both the learner and the assessor.

Some centres directed their learners to provide evidence relevant to the assessment focus section of the Marking Grids. Centres are asked to note that this gives a trigger for the area of the specification being covered but does not, generally, allow evidence to be directly generated that is relevant to the actual Marking Grid and Mark Bands. Learners need to be supported in providing evidence that directly matches the Learning Outcomes across the Mark Bands for each unit.

## Level 1 Unit 1 Exploring the Sectors

### General comments

This unit allows learners to explore each of the four sectors giving them a basic knowledge of the structure, purpose and practical workings of the four sectors.

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

### Learning Outcome 1

Here, the learner is required to plan, carry out and review their own investigation into the four sectors. They list, outline or describe the stages of their investigation and identify methods used to gain the information about the sectors. In the work seen for this moderation series, learner's evidence could be improved by more explicit detail of the actual investigative process.

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

### Learning Outcome 2

This Learning Outcome requires learners to identify, outline or describe the overall structure and purpose of each of the four sectors. In the work seen during this moderation series the majority of learners had provided a diagram of the structure of each of the sectors. The purpose of the sectors was not as well evidenced.

### Learning Outcome 3

In Learning Outcome 3, learners are asked to at least outline how sectors work together to provide two different services. Most evidence seen here did outline services that are delivered by the sectors but did not always focus on sectors working together to provide two different services as required by the Learning Outcome. Scenarios were used by some centres. This enabled the learners to show how the different sectors work together to deal with incidents and provide help and support for the people affected.

### Learning Outcome 4

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

Evidence for Learning Outcome 4 would also benefit from greater focus on how the four organisations work together to deliver a service or to improve the community. Some evidence seen was related to sectors but not to organisations within the sectors.

Guest speakers had been used by some centres. The use of these enabled learners to produce some excellent work and meet the requirements of the Learning Outcome.

## Level 1 Unit 2 Exploring Principles and Values

### General comments

This unit allows learners to develop an awareness of the principles and values that underpin the four sectors: children and young people, social care, community justice and health. This unit is best achieved when learners have spent some time in a vocational placement. The reflection part of the unit is very difficult to achieve without some vocational experience.

In the work seen for this moderation series, learners were able to show understanding of principles and values that underpin the four sectors. Some centres had successfully used a booklet for this unit.

### Learning Outcome 1

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

In the majority of work seen this series there was little evidence of planning. Most learners had defined the terms but were then unable to show their importance when working with individuals, groups and communities. In some of the work moderated, learners had selected individuals, group or communities - completely missing out the other two.

Evidence for Learning Outcome 1 would be improved by more explicit planning and research into the terms given and by giving more detail of the importance of the terms when working with individuals, groups and communities.

### Learning Outcome 2

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

In the majority of work seen the term confidentiality was defined and examples given. However, in many cases there was no real attempt to show the possible consequence of a breach of confidentiality.

### Learning Outcome 3

Learners found Learning Outcome 3 to be rather challenging and would, generally, benefit from further support to indicate the role that relevant legislation and codes of practice play in supporting the principles and values of the sector. Where possible this work would benefit from being related to sectors that the learner has some experience of, either through work placement, visits or guest speakers, as these would enable the learners to apply their knowledge more readily.

### Learning Outcome 4

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

In the work seen, most learners were able to show their understanding of values and how they are promoted in all four of the sectors.

### Learning Outcome 5

This was by far the most difficult Learning Outcome. Learners are required to be able to reflect on their own principles and values in relation to the work of the sectors.

In the work seen, case studies had been provided by some centres. This enabled learners to identify how their own values and principles would relate to those of the sectors. However, the majority of learners found this very difficult. Centres are advised that learners would benefit from a period of time in a vocational work placement where they should be encouraged to keep a reflective log. This will then assist them in successful completion of this Learning Outcome.



## Level 1 Unit 3 Working Together

### General comments

This unit allows learners to research how organisations across the sectors work together to help meet service users needs. It requires learners to investigate examples of partnership working in their own community and to demonstrate their own skills in working within a team.

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

Assessors should be encouraged to annotate achievement of Learning Outcomes and Mark Bands against the evidence.

### Learning Outcome 1

Learners demonstrated good understanding of partnerships and their role. However, the planning and investigation aspect was limited in the work seen this series. Centres are advised to include evidence of planning and investigation to access higher marks.

### Learning Outcome 2

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

### Learning Outcome 3

Evidence for this Learning Outcome was limited and understanding of ways in which individuals receiving services are involved in decision making was generic or limited. Centres are advised to include evidence of how services users are involved in decision making in order to access higher marks.

### Learning Outcome 4

In general, this Learning Outcome was well evidenced with learners understanding the role of individuals within the team. However, there was limited evidence submitted this series on the purpose of the team working. Centres are advised to focus learners on the full requirements of the Assessment Criteria.

### Learning Outcome 5

In the main, the first part of this Learning Outcome was well evidenced with learners taking part in interesting and creative team events. However, the planning and problem-solving aspects were limited in the majority of the work seen for this series. Learning Outcome 5 has two kinds of marks attached to it - a grid A mark and a grid B mark. Centres are advised to use a witness statement sheet to justify the awarding of marks in grid B and to complete the sheet with statements from the assessor that are relevant to the actual evidence requirements such as 'made a clear and effective contribution to the group event'. Where assessors simply state that a learner 'has done well in their team' it is difficult to support marks awarded for grid B as it is not apparent if doing well constitutes a clear and effective contribution. Assessors should state which Mark Band is being awarded and then justify why this is according to the evidence that the learner provides against the relevant grading criteria.

It was pleasing to see that centres supported their learners in submitting their evidence in a variety of formats including posters and booklets and that use was made of role plays to practice skills needed for working in teams.

#### Concluding remarks

The Moderators' view, having carefully scrutinised the submissions, is that learners need more support and direction in Learning Outcomes 1, 3, 4 and 5 in order to access higher mark bands more effectively in future submissions.

## Level 1 Unit 4 Are We Communicating?

### General comments

Across all learner work seen for this unit in this series there was evidence of understanding of communication skills and their importance across the four sectors. In the best work moderated, learners were able to at least outline methods of communication and demonstrate their own skills, allowing marks in Mark Band 2 to be awarded.

### Learning Outcome 1

Most learners were able to show evidence of understanding methods of communication appropriate to both 1:1 and group interactions. Generally this area was well evidenced and awarded in Mark Band 2. There was less coverage of examples that covered a range of individuals and this area of learner evidence could be improved by supporting learners to use examples of communication skills that are relevant to a range of individuals of different ages and/or needs across the four sectors.

### Learning Outcome 2

Most learners were able to supply evidence for different methods of communication and give reasons why it is important to use different methods for different situations. Most work seen for this Learning Outcome was awarded in Mark Band 1 or 2. Very little evidence was seen that was explanatory for Mark Band 3.

### Learning Outcome 3

Most learners were able to demonstrate their skills used in either a 1:1 or group interaction. In some work seen the coverage of barriers was generic and would be improved by relating to the interaction. Some centres made good use of witness statements completed by the centre assessor to support the awarding of marks in grid B for this Learning Outcome - this is seen as good practice.

### Learning Outcome 4

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

### Learning Outcome 5

Generally learners were able to complete three records accurately and legibly to access marks across the Mark Bands.

## Level 1 Unit 5 Is It Safe?

### Learning Outcome 1

Most learner work seen gave evidence of examples of bacterial, viral and fungal infections. Most learners were able to apply these to a chosen setting. However, evidence for standard precautions to prevent the spread of these infections was rather limited in most portfolios seen and this area would benefit from being completed in greater detail in future.

### Learning Outcome 2

Learners were able to evidence procedures in a setting that aims to safeguard children, young children or vulnerable adults. However, very few learners were encouraged to explore this from different perspectives.

### Learning Outcome 3

Evidence for this Learning Outcome was generally brief. It is not unusual for Level 1 learners to find evidence connected with legislation rather challenging. The majority of learners provided a brief identification of three key legislations but its application to promoting health, safety and security was very limited. Centres are asked to support learners to submit more detailed evidence for this outcome in future.

### Learning Outcome 4

Learners were able to identify three organisational policies. Reasons for having policies and how they protect individuals lacked development.

### Learning Outcome 5

Evidence for this Learning Outcome requires learners to plan and carry out a basic health and safety risk assessment for a specified setting. Generally evidence of planning was very limited although implicit within the evidence submitted. Witness statements were seen from some centres and this is seen as good practice. Most learners provided evidence of a very basic risk assessment with limited suggestions of how to promote health and safety. Work would be improved by inclusion of a structured plan that would allow learners to review the outcome, then being able to present a persuasive case for action as required by the Marking Grid.

## Level 1 Unit 6 Health, Wellbeing and Lifestyle

### General comments

This was the second series of this external examination paper, the first having taken place in January 2009. On the whole this exam paper performed as expected, resulting in a good pass rate with some learners gaining the higher grades.

### Question 1

Question 1 did not require the learners to refer to the case studies throughout the exam paper, the case studies are not included until after Question 1.

The question required learners to simply 'identify'. However, whilst the majority of learners gave one word answers, some learners wrote a sentence - no more marks are available for a sentence rather than just one word.

The main focus for Question 1 was:

- Lifestyle choices affect health and wellbeing in negative and positive ways.
- Exercise is a lifestyle choice that can have short-term and long-term effects on health and wellbeing.

Many learners answered these six identify questions well, but not many learners got full marks as it appears learners often got terms mixed up e.g. negative and positive, short-term and long-term, increase and reduce.

Questions 2 to 6 inclusive required the learners to refer to the case study directly above the question to find their answer or to be stimulated by the case study to refer to their knowledge acquired from their classroom lessons and contextualised learning opportunities of the Learning Outcomes and content for that unit in the specification.

The characters in the case studies were also shown in a diagram for learners to refer to as required.

### Question 2

This question performed well. Learners were asked to 'identify, outline and describe' throughout the different sections of this question. Some learners only identified when they were asked to 'identify and outline' or 'identify and describe'. Question 2(g) appeared to cause problems for some learners. This question required candidates to:

- 'Identify and describe one activity or one lifestyle choice not mentioned in the case study that Anya's family, or Martha, could do that may have a positive affect on their health and wellbeing.'

Learners often identified and /or described an activity or lifestyle choice that had already been mentioned in the case study and not one that had not been mentioned as requested in the question. Learners need to read the question accurately. Those learners who did performed well on this question.

### Question 3

The majority of learners did not answer this question accurately particularly questions (a), (b) and (f).

For questions (a) and (b) learners were asked for two identifications, however the majority of learners answered (a) incorrectly and mixed up (a) and (b).

Question (f) was not answered well. Learners tended to identify/list rather than describe the effects of binge drinking. Most learners who made a reasonable attempt at this question only included physical health and wellbeing and did not make any reference to other areas of PIES e.g. describing how binge drinking may affect a person's emotional health and wellbeing.

Apart from questions (a), (b) and (c), which were 'identification' questions, learners were given the opportunity in Question 3 to show their skills in outlining and describing, but this was not covered as well as expected.

### Question 4

Question 4 was an identification question. Not many learners achieved full marks for this question but on the whole the question performed well with many learners achieving 4 or 5 marks out of 6. The majority of learners answered (d) incorrectly; learners should have written a number e.g. 20 rather than a word.

### Question 5

The majority of learners made a good attempt at this question and there were many good answers gaining top marks, as long as the learner had identified two baseline measurements accurately in (a) they often progressed to do well in (b) too. Learners clearly knew how the chosen baseline measurement is taken but often forgot to include what the baseline measurement assesses.

### Question 6

This question was the most challenging for the learners. Learners would have covered the requirements of Learning Outcome 6 in the specification; this is to be able to assess an individual's health, wellbeing and lifestyle. Learners tended to only identify/list, sometimes giving an outline of the information about Anya from the various case studies throughout the exam paper. Those learners achieving more marks for this question attempted to describe the case study information about Anya, but there was very little evidence of learners 'assessing' Anya which the question was asking for.

### Recommendations

- Learners need to be taught the difference between identification, outline and description.
- Learners need to be taught how to perform an assessment about an individual's health and wellbeing, and what assess means.
- Economic and social factors that affect health and wellbeing must be studied in detail and learners need to be clear of the difference between these.
- Encourage learners to read the questions accurately.
- Practice exam technique with past papers and mark schemes available from Edexcel.
- Ensure all the content of the specification for SH106 is covered.
- Practitioners attend Edexcel training events e.g. feedback on assessments events

## Level 1 Unit 7 Meeting Needs

### General Comments

This unit requires learners to identify the stages of the lifespan and the needs and preferences that individuals may have at each identified stage in relation to their health and wellbeing. Learners are then required to carry out an investigation, of two individuals. The investigation evidence should include methods used to collect and collate information, reflecting on their use to inform future progress. The same two individuals should be used to develop the evidence further outlining the circumstances, needs and preferences of two individuals and how these can be addressed. The roles of at least three professionals across the sectors should be investigated in assessing, reviewing and supporting the needs of the two individuals. Learners need to outline what the individuals can do to address their own needs and how family, friends and carers can help to support them in addressing these needs.

In general, it was felt that the lack of research for this unit and the choice of the two individuals often limited learners in accessing the higher Mark Bands. It was also felt the approach in delivering this unit was inconsistent across centres. Some centres asked learners to complete the Learning Outcomes in the order that appears on the assessment grid for this unit. In contrast, other centres completed the Learning Outcomes in the following order: LO1 LO5 LO2 LO3 LO4 and finally revisited LO5 to complete the remaining evidence requirement for this Learning Outcome. This particular sequence allowed learners to gather sufficient research evidence and apply their findings to access higher Mark Bands for this unit.

### Learning Outcome 1

Overall, the evidence submitted for this Learning Outcome clearly identified/described the life stages of the lifespan. There was, however, a lack of understanding of the needs and preferences that individuals may have at each stage in relation to their health and wellbeing. Centers are advised to focus on both aspects of needs and preferences and ensure that the evidence is explicit for future submissions.

### Learning Outcome 2

In this Learning Outcome, learners are required to identify/describe/outline the circumstances, needs and preferences of two individuals and how these can be addressed. Often these were based on case studies and limited the candidates in accessing the higher Mark Bands. In some cases the evidence only covered the needs aspect of this Learning Outcome. Learners should be encouraged to focus on circumstances and preferences for each individual and to address the criteria fully.

### Learning Outcome 3

Learners often identified/described/outlined the roles of at least three professionals for this Learning Outcome. However, these do need to be across the sectors and this aspect was found to be limited in the evidence sampled for this series. Evidence of reviewing and supporting the needs of the two individuals was also felt to be limited due to a lack of focused research.

### Learning Outcome 4

This Learning Outcome was in the main well evidenced; there was clear focus on how each of the two individuals can address their own needs and how family, friends and carers can help to support each of the two individuals in addressing these needs.

### Learning Outcome 5

Overall, learners successfully identified methods of research to collect and collate information for this Learning Outcome. However, in the majority of work presented for moderation this series, there was limited evidence of primary research and as a result this often limited scope for accessing higher Mark Band application. Learners submitted limited evidence of reflecting on the research methods used to inform future progress.

### Concluding remarks

Detailed annotation of the portfolios by the centre assessors was most helpful. Most centres were generous in their awarding of marks for this unit. The Moderators' view, having carefully scrutinised the submissions, is that learners need more support and direction in Learning Outcomes 1, 2 and 5 in order to access higher Mark Bands effectively in future submissions.



## Level 1 Unit 8 Growth and Development

### Learning Outcome 1

A significant amount of evidence is required for Learning Outcome 1. Learners are required to identify, outline or describe the key physical developments and changes across all stages of the lifespan. Most learners compiled a grid to demonstrate this evidence. This format tended to prevent the learners from gaining marks in Mark Band 3. Some learners did not cover all the life stages required as stated in the specification.

### Learning Outcome 2

Learners are required to at least identify three health and three social issues relating to age and ageing. Most evidence seen was brief and some learners did not cover the required range of issues. Centres need to support the learners in completing this Learning Outcome in greater detail.

### Learning Outcome 3

Learners need to plan and carry out an assessment of an individual's stage of development, identifying the methods used and supporting conclusions with evidence. In most work moderated there was little evidence of planning or using evidence to support conclusions.

### Learning Outcome 4

Most learners were able to include evidence of life events and their potential impact on individuals and families. However, in some of the work seen, much evidence was downloaded from the internet and was not directly relevant to the evidence required.

### Learning Outcome 5

This was evidenced reasonably well. Most learners were able to identify at least three types of play, although how these types of play help promote physical, social and emotional development was rather brief in most cases.

### Learning Outcome 6

Evidence should cover an exploration of possibilities and at least an identification of three ideas for developmental activities. Work should include brief plans for three of these activities. Evidence here was generally brief and would benefit from further development.

# Statistics

## Level 1 Unit 1 Exploring the Sectors

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

## Level 1 Unit 2 Exploring Principles and Values

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

## Level 1 Unit 3 Working Together

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

## Level 1 Unit 4 Are We Communicating?

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

## Level 1 Unit 5 Is It Safe?

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

## Level 1 Unit 6 Health, Wellbeing and Lifestyle

	Max. Mark	A*	A	B
Raw boundary mark	60	50	36	23
Points Score	4	3	2	1

## Level 1 Unit 7 Meeting Needs

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

## Level 1 Unit 8 Growth and Development

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

### Notes

Centres are reminded that this is the first summer examination for this new specification and that boundaries may change in the following series

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the Mark Scheme or Marking Grids.

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

# Principal Learning Society, Health and Development

## Level 2 Introduction

The judgement of the Board of Moderators and Examiners is that many centres have shown improvements from the January series as they have better addressed the requirements of the qualification.

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

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

Many centres, using the assessment/record templates for internally assessed units provided by Edexcel, provided evidence as required to allow the assessment criteria to be effectively applied and moderated. However, some centres continue to use alternative formats and sometimes completely miss some of the assessment evidence requirements, especially Marking Grid B in relevant units, and vital learner information e.g. centre number and name, candidate number and name, marks awarded and final/total mark awarded.

Centres should revisit the specification, the teachers' guide and the website for the exemplar Sample Assessment Materials, schemes of work, assignment briefs and record sheets to be used, and use these to inform their teaching, learning and assessment strategies.

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

- Plenty of contextualised and applied learning opportunities relevant to some or all of the four sectors under investigation
- Effective partnership/collaborative work with local organisations and employers from across the four sectors
- Effective communication and collaboration across the consortium partners and members
- Effective internal quality assurance system (standardisation and moderation)
- Delivery plan model.

Centres are strongly advised to use the templates provided and to ensure that all sections and insertions are completed. At least one key member of the programme team should be encouraged to attend the nearest Edexcel feedback and/or training event (see the Edexcel website for a list of events available and booking details).

Many centres deserve great praise for coming to terms with the demands of this qualification so quickly. If the advice and guidance provided above 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 next year in 2010 for both the January and June series.

## Level 2 Unit 1 Principles, Values and Personal Development

### General comments

This unit produced a variety of differing approaches. The main concern that arises from this unit is the tendency for some centres to deliver it without contextualising it or delivering it in an applied manner.

A simple factual approach to the unit restricts the insight that learners may gain from what is one of the underpinning units of the qualification. Those centres that delivered in an applied manner generally achieved better across the Learning Outcomes. This was especially true of those centres which followed the guidance of the Learning Outcome - for example where it specifies 'across the sectors' in Learning Outcome 2.

There is considerable evidence to suggest that learners need to explore this unit early on in the course and then revisit it as their understanding and experience of the scope of the Society Health and Development sectors develops, if they are to fulfil their potential.

### Learning Outcome 1

This was a fairly straightforward task and required learners to demonstrate their knowledge and understanding of some of the most important concepts within the line of learning. Specifically this included the following terms; diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership.

Success in this Learning Outcome was restricted either through not covering all of the terms required, or through inaccuracies when defining the meaning of the term(s). Those learners who achieved the upper Mark Band and highest marks were those that explained the terms and this was most successfully supported by examples drawn from the breadth of the course and demonstrated through suitable examples of the terms' use or application.

### Learning Outcome 2

Success in this Learning Outcome was dependent upon the correct definitions of diversity and equality in Learning Outcome 1. Many learners found this to be a challenging task, and although some centres attempted to develop tasks that were designed to structure the learners' approach, these at times restricted the level of achievement possible.

The best answers to this task were those that were both accurate and confident in the meaning of equality and diversity and how it related to the sectors, but also considered how they were promoted - with examples of materials supported with commentaries explaining their purpose, or examples illustrating the promotion of the concepts. Finally they also covered all four sectors, rather than focusing on one or perhaps two sectors, such as health or children and young people's workforce.

### Learning Outcome 3

Most learners were reasonably successful with this task, certainly in terms of being able to explain what is meant by inappropriate behaviour, supporting this well with a range of examples, although these tended to be drawn from a limited range of settings. Attempts to explain how it can be recognised were slightly less successful and tended to left as a somewhat implicit element of explaining what inappropriate behaviour was, particularly in the examples given.

The weakest element of this task was the attempt to show how inappropriate behaviour can be successfully challenged. What was apparent here was that those learners who completed the unit in a holistic manner were more successful at addressing this part of the task and were able to draw on a wider range of examples and greater understanding to support their answers. This was especially evident in the requirement to explore the issues from differing perspectives. For example, a recognition that personal interaction within the range of sectors may not be as straightforward as the 'theories' might suggest - carers in a residential home may use terms that might be taken as condescending, but are actually terms of endearment and important in developing a caring relationship.

#### Learning Outcome 4

This is a challenging and demanding task and requires a considerable amount of work in order to fulfil all the requirements of the Learning Outcome. Again, as stated earlier, learners with a broader approach to the unit were better able to cope with the demands of the Learning Outcomes as they had a wider context into which to place the work.

Learners tended to provide information for one or two sectors (rather than covering all four sectors) in varying degrees of depth. Most were less successful at explaining how relevant key legislation, codes of professional practice, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice. The most successful responses to this task included either a considerable range of example material identifying codes of professional practice and policies from a range of sector services with descriptions/explanations for each, or were able to support their work with evidence of discussions/interviews with sector employees.

#### Learning Outcome 5

In general, the learners' work was reasonably successful at addressing the skills element, slightly less successful for the knowledge and weakest in terms of their own values and their ability to relate them back to the work of the sector. As with the previous Learning Outcomes, those learners who had the opportunity to either gain useful experience in the workplace, or had access to practitioners for interviews, were best placed to reach the upper Mark Band.

#### Learning Outcome 6

The majority of learners were successfully able to define 'reflective practice' and in many cases contextualise it within the sectors, in terms of what it was and why it matters.

What was apparent here was that, as before, those learners who completed the unit in a holistic manner, were more successful at addressing this part of the task and were able to draw on a wider range of examples and greater understanding to support their answers as to how practitioners develop their knowledge and skills to continually improve practice and quality of service provision. The most successful responses to this task included either a considerable range of example material from a range of sector services with descriptions/explanations for each as to how practitioners develop their knowledge and skills, or were able to support their work with evidence of discussions/interviews with sector employees.

The weakest responses to this task related to generating ideas and exploring possibilities, with a limited number of valid solutions addressing these issues.

### Learning Outcome 7

The majority of learners were able to successfully identify a range of different sources of information for professional development. However there was clear differentiation between those who identified 'generic' sources of information that could be used to enhance professional development, and those learners who had had the opportunity to discuss this issue with practitioners and/or managers from within the sectors and were therefore able to identify specific examples relevant to a range of the sectors and career choices.

Perhaps the most popular choice was that of teachers and practitioners within the education system which, whilst understandable, was a little restrictive, and those learners who achieved the higher marks were those who were able to draw on a wider base of knowledge and experience across the sectors and range of practitioners.

## Level 2 Unit 2 Working Together and Communicating

### General comments

Where assignment tasks had been carefully constructed by centres to enable the learners to achieve the criteria for each Learning Outcome within the Marking Grid, learners were able to achieve. However, the tasks set did not always support and guide the learners to present the necessary evidence.

### Learning Outcome 1

The unit specifications provide much detail to support the learners in order to provide the appropriate evidence needed. For instance, the different methods of communication are outlined in detail as well as the barriers to communication. This should be an invaluable resource when preparing for the requirements of this Learning Outcome.

Learners need to provide information about two different settings. It is advisable for centres to plan carefully so learners have the opportunity to cover two clearly identified different settings. Often, learners provided information about two different incidences within the same setting e.g. the communication styles within a nursery's different rooms.

### Learning Outcome 2

Learners need to plan two interactions. Many learners recorded incidences which just happened to occur and for which there was no actual planning. This Learning Outcome also requires an outline of the learner's own effective use of different methods of communication. Hence, learners need to concentrate on commenting on their performance instead of reviewing the performance of others and forgetting to mention their own contribution. Those learners who did concentrate on their role in the interactions were more able to identify potential improvements.

Generally the evidence for Marking Grid B was insufficient. Few assessors used the suggested Observation Record Sheet to be found on the Edexcel website. This provides a clear outline for providing the quality of evidence required for Grid B marks of both Learning Outcomes 2 and 7.

### Learning Outcome 3

Learners showed awareness of the purpose of recording and reporting arrangements. However, they often chose settings which were very similar and, therefore, did not provide them with good examples of different arrangements. Some inherent difficulties and risks were highlighted in many learners' work.

### Learning Outcome 4

There was a mature awareness shown in the learners' work of why confidentiality, accuracy and security of records are of importance.

### Learning Outcome 5

Many centres had provided the learners with a varied range of records to complete. The Learning Outcome requires learners to complete the records legibly and accurately. Often a signature was missing when a record required one. Learners often omitted to refer to the importance of recording the included information. Hence, they did not highlight the relevance of completing the records.

### Learning Outcome 6

Many learners were able to state the different types of services e.g. statutory, private and voluntary but then did not link this information to what is meant by a successful partnership and why it is important to work in a partnership to provide services.

### Learning Outcome 7

It was obvious from many of the accounts of the team events that worthwhile events were planned. These were often undertaken within the sectors studied. More guidance is needed by many centres for the recording of these events in such a way that it meets the criteria for this Learning Outcome. Many of the learners provided a descriptive account of the event but did not emphasise sufficiently their own role and the role of others.

Generally the evidence for Marking Grid B was insufficient. Few assessors used the suggested Observation Record Sheet to be found on the Edexcel website. This provides a clear outline for providing the quality of evidence required for Grid B marks of both Learning Outcomes 2 and 7.



## Level 2 Unit 3 Safeguarding and Protecting Individuals

### General comments

There is much variation on learner performance for Unit 3 across different centres. It is obvious to the Moderators when a centre is trying to complete this award in one year as the evidence for this unit is far weaker than those centres that have two years to complete.

### Learning Outcome 1

This Learning Outcome was completed by many of the learners designing and carrying out a questionnaire and report on health and safety. The majority of learners provided outlines and basic descriptions for this Learning Outcome in the report. Very few learners provided explanatory accounts.

### Learning Outcome 2

Mostly learners used a table to complete to provide evidence for Learning Outcome 2 rather than a report on legislation as requested in the assignment brief, and a medium by which learners would be able to provide a description so that they could be assessed in Mark Band 3. Most learners in most centres evidenced very basic identifications and/or outlines.

### Learning Outcome 3

Learners were to focus on policies and procedures in two settings. On the whole the learners' evidence was predominantly outlines with some descriptions rather than any explanations.

### Learning Outcome 4

This Learning Outcome was quite prescriptive and, whilst initially the evidence suggested that learners outlined/described a range of emergencies and how to deal with them, some of the information appeared to have been copied and not referenced by learners themselves in a lot of centres. Also there were often no witness/observation records completed by a teacher to support the completion of this Learning Outcome.

In some centres learners may well have been more descriptive/explanatory in their verbal presentation alongside their PowerPoint presentation but this was not evidenced by the teacher. A number of learners from one centre evidenced exactly the same information (sometimes word for word) as the rest of their peers in the class.

There was little application to the learners' work place experiences or any contextualised or applied learning opportunities.

### Learning Outcome 5

Many learners produced a leaflet on infection control. This was covered quite well but little work was seen beyond Mark Band 2. More explanations with examples (e.g. case studies and stories from the media about infections and how they can be prevented) could be included to gain marks in Mark Band 3 in the future. Again, as in Learning Outcome 4 much of the work seen for this Learning Outcome was very prescriptive and appeared to be very much directed by the teacher e.g. a table to complete where everyone in the class is using the same information, therefore much of the work evidenced by the learners was similar as their peers and in some cases exactly the same, word for word.

There was little application to the learners' work place experiences or any contextualised or applied learning opportunities.

### Learning Outcome 6

Many centres encouraged their learners to present their information about the role of risk assessment with good examples of learners having carried out a real risk assessment. It was pleasing to see learners attempting to put forward a persuasive case for action/ improvements, although this was the weakest part of the evidence put forward here.

### Learning Outcome 7

Most learners only gave an outline of the importance of establishing and maintaining a trusting relationship and how to recognise the signs and symptoms of abuse.

## Level 2 Unit 4 Growth, Development and Healthy Living

### General comments

Although offered in January 2009, for many learners Unit 4 was the first external assessment they had undertaken for this qualification. It was evident that many learners had covered most of the specification and, therefore, were able to attempt all the questions. However, many learners would benefit from further training in examination technique, such as appropriate quality of answers for the different command verbs in the questions.

The learners responded with empathy to the family situations highlighted in the case studies.

Advice to centres for future series delivery and exam preparation with learners:

- Learners could benefit from further examination technique training, such as reading the question carefully and noting how many ways, effects etc need to be considered. For example, for Question 2(b) only one effect was required but many learners wrote briefly on several effects instead of concentrating on just one affect and, therefore, risked providing a lower quality of response
- Some learners need further help as to what is an appropriate level of response to the command verbs within questions. One word answers are not appropriate for 'identify' questions at Level 2
- Thorough coverage of Learning Outcome 2, including monitoring, is required by many centres within their teaching and learning plans
- Learners need to be encouraged to re-read their answers before submitting their papers to enable them to gain marks. In many cases the key word had been omitted e.g. often the negative is omitted when the learner intends this to be the nature of their response

### Question 1

(a) Most learners achieved at least half of the potential marks. Several learners failed to note the key word 'since' which required responses relating to changes and developments in the post marriage period of Mia's life.

(b)(i) Many learners assumed that Mia and her family were living on an army base in a war zone. Responses showed little creative thinking and failed to consider the benefits of living with the support of other families in similar situations.

(b)(ii) The more able learners highlighted features of Hindi culture which were appropriate. Responses which were not vague and showed understanding of this particular culture gained appropriate marks.

### Question 2

(a) The responses to this question showed some careful consideration of the situation. Recognition was shown for the affect of a happy childhood on Mia's emotional development. Also, it was evident that learners appreciated the affect of not having to make decisions on her self confidence.

(b) There were some thoughtful responses to this question. The more able learners avoided providing only a general description of the situation and instead described one effect on Mia's emotional well-being. This question highlighted the need for learners to read a stem of a question carefully. The question only asked for one effect. Hence, those answers which provided more than one effect could not be awarded marks for the superfluous content.

### Question 3

(a)(i) There was little evidence that *the role of social care sector in supporting individuals requiring additional support* had been studied for the younger age-group (Learning Outcome 2). Often responses provided out-of-date suggestions which did not reflect the current practice of avoiding institutional care, especially for children, and for close contact to be maintained with family members. Once again, this question only required one option to be identified and described. Consequently, marks could not be awarded for additional options when they were included in the answer.

(a)(ii) There was little appropriate information provided about monitoring the provision. This is despite monitoring being clearly highlighted in the description of Learning Outcome 2 and comments made in the Examiner's Report to centres after the January 2009 external assessment.

(b)(i) It was evident that learners had studied the stages of language development and were therefore able to confidently answer the question.

(b)(ii) Similarly, many learners were aware of the stage of social development of two-year-old.

### Question 4

Some thoughtful answers were offered for both (a) and (b). However, some of the responses to (b) described what the children did but did not link these comments to the effect on the children's lifestyle.

### Question 5

(a) Often the approach to this question lacked appreciation of the underpinning values of society's current approach to disability. There was no linking of any knowledge gained by studying other units, such as Unit 1 and Unit 9. Those responses which reflected the possibility of an enabling environment affecting John's health and well-being gained appropriate marks. Many learners assumed that dismissal from the army would be automatic and that the soldier would, therefore, have to, or be unable to, find another job and he and his family would in the future live in poverty.

(b) Some suggested life opportunities were realistic and showed clear understanding of the situation but often they included having to find a new job or having to stay at home all day. This showed lack of creative thinking and appreciation of the current positive approach to disability and legal support for such an approach.

### Question 6

(a) This required careful reading as (a)(i) asked for one effect and (a)(ii) required two ways. Learners are advised to only provide the amount of information requested. If only one effect is needed then the learner should concentrate on this one effect instead of providing information on several effects when a poorer quality of answer often results.

(b)(i) Generally, most learners achieved full marks on this question. This showed an appreciation of the importance of exercise for health.

(b)(ii) Some learners found it challenging relating diet to modern practices of preparing food. The general view was that ready meals were unhealthy despite the availability of meals labelled low in fat, salt, sugar etc. Most learners showed an awareness of the risk of accidents where untidiness exists and the danger to health of unhygienic environments.

(c)(i) Learners did not develop the description needed to gain full marks. Often they just stated taking one baseline measurement as an example of the method of observing.

(c)(ii) The choice of therapist was not accepted unless the type of therapist was stated. Generally, learners were able to make straightforward links between professional roles and services needed by the client.

## Level 2 Unit 5 Needs and Preferences

### General comments

Most centres had learners evidencing their work through the production of three case studies on three individuals with differing needs. This approach is holistic in nature and it was encouraging to see it being used - well done.

### Learning Outcome 1

This Learning Outcome was completed well by the learners, on the whole fully introducing the three individuals under investigation and showing a clear understanding of their needs referring to Maslow's Hierarchy of Needs. Learning Outcome 1 was mainly evidenced by a mixture of identifications and outlines with some learners including descriptions, which successfully gained them marks in Mark Band 3.

### Learning Outcome 2

Mostly learners outlined and described for this Learning Outcome rather than just identifying, which was encouraging and pleasing to see.

### Learning Outcome 3

Learners were to show they understand the importance of working with individuals and their significant others. Learners who got a good mark for this Learning Outcome looked at the needs of the individuals separately. Many showed an understanding but their evidence was not necessarily on the individuals but all of them as a whole.

### Learning Outcome 4

This Learning Outcome asked for learners to understand how the role of assessment informs planning, implementation and reviews when addressing the needs of individuals. For the majority of centres evidence across the three case studies was mostly descriptive; more explanations on how the outcomes were addressed for the three individuals would have helped gain higher marks.

### Learning Outcome 5

The majority of learners provided evidence on information sources used by practitioners for assessment for each of the individuals described within the case studies. On the whole learners evidenced more of an outline; more description for this Learning Outcome would have attracted marks into Mark Band 3.

### Learning Outcome 6

This Learning Outcome required learners to identify at least one intervention for each of the three individuals. On the whole this was accomplished, however learners then went on to mainly outline or describe (rather than explain) how the intervention suggested is designed to meet the needs of the individual and/or the community.

### Learning Outcome 7

This Learning Outcome was mainly evidenced 'implicitly' throughout the three case studies as a whole. That is, there was only a very small individual section for Learning Outcome 7 outlining/describing the research methods used in the learners' investigation to collect and collate information with regards to addressing the needs of the three individuals. However, throughout the three case studies, there was evidence that learners had actually carried out the three investigations into addressing the needs of the individuals. There was however little evidence of explanations to be awarded a mark in Mark Band 3 by many learners for this series.

## Level 2 Unit 6 Antisocial and Offending Behaviour

### General comments

Unit 6 is both a very interesting unit which has the potential to motivate learners and broaden their understanding of an exciting and challenging aspect of this line of learning, but also a very demanding unit which covers a wide range of issues and which asks a considerable amount from the learner and the centres delivering it.

One of the biggest challenges with this unit is the contrast between the reduced GLHs allocated and the broad scope of the content of the unit. It is clear that some centres worked hard to resolve these competing demands. However, where the balance between the demands of the unit were successfully resolved, learners were able to produce work of very high quality, demonstrating a mature insight into one of the most difficult issues in our society.

### Learning Outcome 1

The majority of learners were able to successfully identify the various elements of the Justice System, although not always reflecting the breadth and scope of the sector; instead there was a perhaps understandable focus on the 'uniformed' elements of the sector such as the Police and PCSO's. Inclusion of the Prison Service is not necessary. The major weakness of this Learning Outcome was the lack of an explanation of the overall structure of the Justice Sector. Some learners included diagrams to outline the structure, but again the focus tended to be on the Police or other limited elements of the Justice Sector, not the overall structure at a national and/or local level. The majority of learners successfully outlined the purpose of the Justice Sector. There was in general very little detail or explanation of the investigation process into the Justice Sector; referencing sources of information would have been a useful addition to the majority of learners' work.

### Learning Outcome 2

A wide variety of differing patterns of anti-social and offending behaviour were identified for this Learning Outcome, with the majority of learners successfully identifying a number of appropriate examples. Most commonly identified were offences such as graffiti, vandalism, assault and burglary. More sophisticated answers included an exploration of anti-social behaviour and how the behaviour of young people could be seen as anti-social by other groups in society, for example hanging around in groups, being boisterous and noisy, or stereotyped by dress.

There were a number of differing explanations put forward to explain the likelihood of offending and these revealed some sophisticated insights. Examples included poverty, peer pressure, poor upbringing or dysfunctional families (including examples of adults encouraging children to offend). Some learners linked offending behaviour to poor education and a lack of opportunity to improve their situation. Finally, a popular explanation for offending behaviour was the use of, and/or addiction to, drugs and alcohol.

In general, the final section of this Learning Outcome was less successfully completed, in so far as re-offending was in many case included implicitly in general causes of offending, or not covered at all. More successful answers considered how offending in the first place might limit the opportunities for legitimate sources of income and concluded that a life of offending may be the best option for some individuals.

The focus of learners upon 'street crime' and similar offences and anti-social behaviour is understandable, but where possible learners should be encouraged to

consider wider examples of anti-social and offending behaviour, whether it be road rage or white collar crimes such as embezzlement.

### Learning Outcome 3

The work submitted by learners for this Learning Outcome can be divided into two groups, those which successfully addressed the requirements of the Learning Outcomes - specifically to know the range of penalties that can be imposed as an alternative to court appearance - and those that simply listed a range of penalties without considering whether or not a court appearance was a necessary part of the process. A common error was the inclusion of Anti-Social Behaviour Orders (ASBOs). A good range of examples included Anti-Social Behavioural Contracts (ABCs), Evictions, Dispersals, and Fixed Penalty Notices.

### Learning Outcome 4

In many respects this was the most significant Learning Outcome of the unit; a well planned and executed survey into antisocial and offending behaviour helped learners develop a much deeper understanding of the issues and depth underpinning what is a complex and challenging topic. Learners who failed to carry out a survey, relying upon secondary sources such as the official crime statistics (either national or regional) limited both the marks they could achieve in this Learning Outcome and for the unit as a whole.

For many learners a survey was undertaken, but was either limited in its scope, for example considering only one small location (such as a school or FE college) or limited in range, in so far as only one part of the Learning Outcome was covered. A large number of learners only carried out a quantitative survey, producing only statistical information that limits the usefulness of the findings. There is a need for open questions to be included in the survey in order to allow learners not only to meet the requirements of the unit, but to deepen their understanding of the topic.

Those Learners who did carry out successful surveys were able to examine a range of possible consequences of anti-social and offending behaviour, but very few considered the possible consequences for both self and others. More guidance is needed for the majority of learners in order to achieve in what is a challenging unit.

### Learning Outcome 5

Achievement in this Learning Outcome can be divided into three broad groups, those learners who successfully covered all the assessment objectives, considering both victims and witnesses and their need for protection, respect, recognition, information and confidentiality, who were in the minority. In the majority of cases these learners benefited from either a well-structured case study approach to the topic, and/or a successful survey that allowed the learner to broaden their understanding of these issues.

The majority of learners however, either focused on victims and their need for protection, respect, recognition, information and confidentiality, without giving sufficient balance or even considering witnesses, or alternatively considered both victims and witnesses but did not consider their need for all of the Learning Outcomes - protection, respect, recognition, information and confidentiality.

The other factor which appeared significant in this Learning Objective was the support offered by employers within the Justice Sector, providing an insight into the



workings of the Justice System and the issues facing the successful working and implementation of the law.

#### Learning Outcome 6

Success in this Learning Outcome was largely dependent upon the success or otherwise of the learners survey in Learning Outcome 4. This provided a good basis for learners to suggest a broad range of possible ways to reduce crime and disorder in a community, they had both a breadth of knowledge of the issues in a community and more importantly a context into which they could place and justify their suggestions supported with examples. Those learners without this foundation were limited in terms of their suggestions as they often had a limited body of knowledge and a lack of context.

The most common responses to this Learning Outcome was the use of CCTV, more Police and/or PCSOs, more sophisticated responses included the use of better security devices and community action such as Neighbourhood Watch. As mentioned above, this was more detailed and informed when learners had a successful survey upon which to draw for examples and illustrations.

#### Learning Outcome 7

In many cases Learning Outcomes 6 and 7 were completed together and this was generally successful. The majority of the comments for Learning Outcome 6 are valid here.

The main area that learners could have improved on was the requirement for presenting a persuasive case for action - this offered learners the opportunity to argue their case and develop their ability to put an argument to an audience through a presentation which would provide a suitable conclusion to what is both an interesting and challenging unit.

## Level 2 Unit 7 Supporting Children and Young People

### General comments

Most centres chose to split the Learning Outcome into two booklets, one in relation to a child and the other in relation to a young person (X and Y). In general, this worked well and enabled learners to focus on the specific age groups. However, centres must be fully aware of the need to cover both age groups if this is specified within the Learning Outcome in the Marking Grid.

### Learning Outcome 1

In Learning Outcome 1 learners very often provided tables to demonstrate knowledge of milestones and PIESL for both a child and young person. This was appropriate but very often did not allow the learner to fully demonstrate their knowledge and provide adequate explanations to engage Mark Band 3. Some centres provided additional commentary to the tables used, with a clear explanation as to areas of development e.g. physical and intellectual. Where this was the case learners provided the level of explanation required to meet the higher demands of Mark Band 3. In other instances, learners split the suggested age groups even further, which enabled them to provide more detail and explanation of milestones and percentiles, and consequently allowed learners to access high Mark Bands 2 and 3.

### Learning Outcome 2

Centres had varying approaches. Some used physical signs and others developmental. It was pleasing to note that almost all centres indicated methods of observation and assessment, although some failed to provide details of the agreed norms for the specific age group.

### Learning Outcome 3

The aim of this Learning Outcome is to ensure that learners are able to develop understanding of the importance of positive experiences and the need for realistic adult expectations in the learning and development of children and young people. Centres tended to provide more coverage in relation to the child than to the young person; however, the examples provided were, on the whole, relevant to the particular age group.

### Learning Outcome 4

Learners provided some original examples of how changes in a child or young person's life can affect their behaviour and development. Many examples were drawn from either personal experience or work placement, whilst some centres provided case studies. Both methods of coverage are perfectly acceptable, providing there is demonstration of how these changes and transitions can affect the behaviour of children and young people.

### Learning Outcome 5

Learning Outcome 5 is the social policy strand within this unit and allows for discussion of Government policy and provides a framework for Learning Outcome 6. Some centres appropriately chose to use Every Child Matters policy documentation. However, learners had a tendency to produce copies of the downloaded information without any further detail or explanation. In such instances, learners could not be awarded anything above lower Mark Band 1. Learners are required to reference any source material and make their own comments on the content. The section was not covered appropriately as centres appeared to be unaware of the requirements of the Learning Outcome in relation to the children's workforce.

### Learning Outcome 6

Some learners had considered 'family' to be 'those working with children and young people' and therefore had not examined the content of the Learning Outcome; centres need reminding about the aspect 'in conjunction with families and carers' as stated within the Marking Grid. If the centre had used ECM policies for responses for Learning Outcome 5, then this section followed on and more appropriate examples of those working with children were given.

### Learning Outcome 7

Specific activities should be devised, with some explanation to support areas of development. Some centres did not cover both activities for a child and young person. Some centres tended to spend substantial time developing activities and little explanation as to the area of development, which the activity was intending to target, or lacked coverage. Group work was sometimes evident. Centres need to be fully aware that whilst group work is appropriate for Learning Outcomes such as this, the individual learner's contribution must be clearly documented in order to be credited during the final assessment. This can be done by detailed witness statements which clearly state the activities that have been carried out by the learner.

## Level 2 Unit 8 Patient-Centred Health

### General Comments

This summer is the first moderation series for this qualification. This unit is an internally assessed 30 GLH unit where learners are required to know the 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 their life cycle and how they are treated and understand the potential impact of a range of conditions on the well being of individuals, their families and carers.

Across all learner work seen there was evidence of understanding of the importance of patient centred health and how common health related conditions are supported in the health service. It was pleasing to see that the majority of learners whose work was moderated demonstrated relevant research skills in the health care area.

### Learning Outcome 1

All learners were able to identify the normal baselines for health and how they are measured. Some learners provided cut and paste material or class handouts to give details for these baselines. This prevented attainment in Mark Bands 2 or 3. In one centre sampled learner made cards covering a wide range of baselines with information of how they are measured. This was individual learner generated evidence and was seen as good practice.

### Learning Outcome 2

Most learners were able to use simple measures to give their own baseline measurements. Generally learners linked this evidence to Learning Outcome 1. In some cases learners just wrote their measurements down on the handouts included for Learning Outcome 1 therefore limiting their ability to describe or explain their values. Comparisons to norms was limited with only few learners demonstrating that they understood the norms for the measurements taken and whether their values sat within these boundaries. This evidence could be improved in future by supporting learners to explain their own values in relation to the expected norms. However, some sensitivity may be required here.

### Learning Outcome 3

In most cases work submitted for this Learning Outcome was well presented and most evidence moderated sat within Mark Band 2. In the best work seen the learners researched 3 common conditions and reported their work in their own words giving references where appropriate. However, in the minority of cases only 1 or 2 common conditions were outlined or described. Centres are asked to note that 3 conditions need to be evidenced for this assessment objective.

Also, where groups of learners investigate this Learning Outcome, care must be taken to ensure that each learner provides their own individual evidence for the 3 required conditions. Work directly downloaded and cut and pasted from the internet without references or without any interpretation in the learner's own words is not appropriate as individual learner evidence. Where this was the only evidence submitted it was difficult to agree centre marks for this learning outcome.

#### Learning Outcome 4

Generally learners were able to at least outline the potential impact of the conditions identified in Learning Outcome 3 on the well being of individuals but the impact on the individuals family and carers was less well evidenced and missing in some cases.

#### Learning Outcome 5

Most learners were able to at least identify a patient care pathway for a common condition. Generally this evidence was linked to that given for Learning Outcome 3. In some cases only a brief flow chart was seen. This restricted learners to marks in Mark Band 1.

#### Learning Outcome 6

This Learning Outcome was less well addressed in the work sampled. Learners are requested to at least identify the roles of at least 3 practitioners involved in the patient care pathway. Often the evidence covered the qualifications of the practitioners not their job roles. Often there was no link between the actual practitioners and the care pathway given in Learning Outcome 5. Centres are advised to ensure that learners are fully supported in addressing the actual evidence requirements for this Learning Outcome in future.

#### Learning Outcome 7

This Learning Outcome was generally evidenced by basic diagrams of the structure of the health service. Very few learners identified or described how the structure of the health service supports the patient centred approach to health care.

It is pleasing to report that most learners' work seen was well presented for this unit. The best work seen included the use of clear bibliographies demonstrating where secondary sources of information had been found.

## Level 2 Unit 9 The Social Model of Disability

### General comments

Overall this unit was successfully attempted by the majority of centres and learners who produced interesting and informed evidence that successfully met the Learning Outcomes of the unit. Although portfolios tended to be brief (reflecting the smaller number of GLHs indicated for the unit) they were generally well-organised and effectively focused on the demands of the Learning Outcomes.

A considerable number of learners did demonstrate that all of the Learning Outcomes are achievable and produced some excellent work, showing a complex understanding of the unit and its Learning Outcomes.

Whilst the majority of centres demonstrated well-designed and effective tasks that allowed their learners to access the key elements of the social model of disability, some centres need to ensure that they are providing sufficient scope for this unit, as it can be challenging for learners to access some elements of the topic if their research is restricted to too narrow a focus and it goes against the 'goal of the unit.'

### Learning Outcome 1

This Learning Outcome was successfully attempted on the whole, with learners exploring the social model of disability to a variety of depth. The most successful approach was a chronological narrative outlining the development of the social model of disability. A high percentage of the learners combined the requirements of Learning Outcome 1 with Learning Outcome 2, linking development of the social model of disability with the alternative medical model of disability to good effect. Less successful attempts tended to focus on the development and history of the social model of disability, without giving sufficient emphasis to its aims and objectives. In many cases it was the emphasis upon the aims and objectives of the social model of disability that allowed learners to successfully compare the social model of disability with the medical model of disability.

### Learning Outcome 2

As stated above, many Learners combined Learning Outcomes 1 and 2 to good effect and there is a degree of logic to this approach. This is especially the case given that Learning Outcome 2 is the largest Learning Outcome in terms of marks awarded in the award.

Some learners were less successful in focusing on the importance of how the social model of disability addresses discrimination and how it supports independence and choice. The tendency was for learners to give limited time to these issues, or to focus on one to the exclusion of the others. As part of the foundation of the unit it is important that learners are guided and encouraged to cover all of the requirements of Learning Outcomes 1 and 2.

Many learners successfully included the Disability Discrimination Act 1995 to inform and structure their answers.

### Learning Outcome 3

In the majority of cases this Learning Outcome was well covered with a considerable range of examples used to illustrate the influence of the social model of disability on the development of support, service provision and the environment. This was achieved most successfully by learners who examined and explored their own environment and considered how the social model of disability had improved the

range of support and service provision available in line with the goals of the social model of disability - especially when contrasted with the medical model outlined in Learning Outcomes 1 and 2.

Some centres and learners restricted the scope of their research for this Learning Outcome to their immediate environment, often their own centre. More successful approaches widened the scope of their research to include the wider environment and looked to include places of work, leisure and retail sites and, in some cases, transportation.

The opening of the research to include wider society allowed learners to explore the impact of legislation in the workplace and public areas, including the requirement for suitable provision to be made for disabled individuals, in terms of access, accommodation and modification. In some cases this was a simple explanation of the need for ramps to enable wheelchair users to access shops and public transport, to more sophisticated explorations of how employers have had to adapt to the legislation in order to enable those with disabilities to fulfil a broad range of tasks in keeping with the goal of the social model of disability.

#### Learning Outcome 4

As with Learning Outcomes 1 and 2, there is much to be said for Learning Outcomes 3 and 4 being combined together to produce a more cohesive and joined up piece of work. The strongest and most effective work submitted generally took this route as each Learning Outcome tended to underpin and support the progress in the other.

As stated in Learning Outcome 3 many learners took the opportunity to examine how the social model of disability had had an impact on the environment - and many took the opportunity to link Learning Outcome 3 with 4 by identifying the potential barriers that exist, especially physical barriers in the environment, and detailed how these can be overcome.

More sophisticated responses took this a stage further and began to explore how prejudice and discrimination within society also create barriers to those who are not able bodied, and how these may in fact be more challenging and difficult to overcome. The most sophisticated response to this task also linked their responses to Learning Outcome 6, where they are required to consider their own values, attitudes and personal and social responsibility towards others.

#### Learning Outcome 5

In many respects, Learning Outcome 5 was one of the most challenging in this unit. Whilst the majority of learners were able to successfully look at and apply key legislation and policies in relation to the social model of disability and combine it successfully with the requirements of Learning Outcomes 1 and 2, they found it far more challenging to apply this to the concept of ethics and the social model of disability. Centres are advised that greater support and guidance may be necessary to help learners fully understand the issue of ethics in relation to disability.

Some learners did not link the policy with the legislation as required for this learning Outcome.

#### Learning Outcome 6

It is to the credit of many learners and their centres that so large a number of learners were able to demonstrate really effective reflection. There were some very interesting responses from learners with regard to the impact of the unit on their own understanding of disability and the implications of the social model of disability and how it has altered their own perspective.

# Statistics

## Level 2 Unit 1 Principles, Values and Personal Development

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

## Level 2 Unit 2 Working Together and Communicating

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

## Level 2 Unit 3 Safeguarding and Protecting Individuals

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

## Level 2 Unit 4 Growth, Development and Healthy Living

	Max. Mark	A*	A	B	C
Raw boundary mark	60	50	41	33	25
Points Score	10	8	6	4	2

## Level 2 Unit 5 Needs and Preferences

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

## Level 2 Unit 6 Antisocial and Offending Behaviour

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

## Level 2 Unit 7 Supporting Children and Young People

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

## Level 2 Unit 8 Patient-Centred Health

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

## Level 2 Unit 9 The Social Model of Disability

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

### Notes

Centres are reminded that this is the first summer examination for this new specification and that boundaries may change in the following series

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the Mark Scheme or Marking Grids.

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





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