

**Performance Descriptions for  
Foundation, Advanced and Higher  
Principal Learning Qualifications in  
Society, Health and Development**

**WITHDRAWN**

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## **Phase 1 Lines of Learning**

Performance descriptions are statements that describe typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to:

- help awarding organisations in designing mark band statements that reflect agreed standards, thus helping to ensure parity across awarding organisations;
- help awarding organisations in designing principal learning qualifications that are pitched at the right level; and
- contribute towards contextualising the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning.

The performance descriptions describe two levels of performance:

### **Pass**

At the bottom of the acceptable range, this is the minimal level of performance for a learner to pass a principal learning qualification.

### **Top**

At the top of the acceptable range, this is what can reasonably be expected of a high-attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of lines of learning topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Specifications are issued as they stand so that awarding organisations can begin using them as soon as possible to develop their principal learning qualifications.

*Please note: the numerical references used for performance descriptions do not bear any relationship to those used for lines of learning criteria or those which may be used in subsequent qualifications.*

## **Level 1 Grade B**

Candidates characteristically:

- demonstrate basic knowledge from some areas of the specification
- demonstrate a basic understanding of some basic principles that underpin the Society, Health and Development (SHD) sectors through simple investigation in some routine tasks
- display some awareness of the values that underpin the SHD sectors
- demonstrate some basic reflection on actions
- use some basic research skills to collect straightforward information from a limited number of readily available resources and to generate some straightforward ideas
- demonstrate some basic interpersonal skills in a limited range of contexts
- carry out basic communication with some limited awareness of verbal and non-verbal methods of communicating across different sectors
- require support and guidance to carry out straightforward tasks and procedures.

## **Level 1 Grade A\***

Candidates characteristically:

- demonstrate basic knowledge of most areas of the specification.
- demonstrate basic understanding of the basic principles that underpin the SHD sectors through practical application in routine contexts and tasks.
- demonstrate some understanding of the values that underpin the sectors.
- demonstrate basic reflection on actions.
- use basic research skills to select, record and use some straightforward information from a range of sources, and to generate, review and communicate facts and straightforward ideas relevant to the task.

- demonstrate basic interpersonal skills relevantly in a range of routine contexts.
- select and use straightforward types of communication showing awareness of the different methods of communicating across the sectors.
- show some independence in carrying out straightforward tasks and procedures.

## **Level 2 Grade C**

Candidates characteristically:

- use and reflect on knowledge from some areas of the specification.
- demonstrate understanding of some key principles that underpin all the SHD sectors through practical application in routine contexts and tasks.
- demonstrate understanding of the values of aspects of the sectors within SHD.
- identify straightforward links between services, structures, processes and issues.
- demonstrate basic reflection on their own behaviour, attitudes and values.
- use basic research skills to collect, collate and present straightforward information relevantly and with some accuracy, and to investigate logically routine topics leading to some limited comparisons and conclusions.
- demonstrate interpersonal skills and work appropriately with others in a range of routine contexts.
- select and use effectively straightforward types of communication showing awareness of the different methods of communicating across the sectors communicating both clearly and effectively.
- show independence in carrying out familiar tasks and procedures, but need support and guidance in less familiar activities.

## **Level 2 Grade A\***

Candidates characteristically:

- select and use detailed knowledge accurately, from most areas of the specification.

- demonstrate clear understanding of the principles that underpin each of the SHD sectors through practical application in routine and non-routine contexts and tasks.
- demonstrate, by relevant application, knowledge and understanding of the values that underpin all SHD sectors.
- reflect on their own behaviour, attitudes and values.
- recognise the links between services, structures, processes and issues.
- use a range of research skills to apply some theory, draw conclusions using appropriate exemplification, and interpret and evaluate information. Evidence is presented clearly with good referencing.
- work confidently and effectively in a team in order to address tasks successfully.
- use different methods to develop effective communication for different purposes and situations.
- show independence in carrying out a range of tasks and procedures, and seek support and guidance where needed.

## **Level 3 Grade E**

Candidates characteristically:

- apply detailed knowledge with some accuracy for most areas of the specification.
- apply some theoretical understanding and skills to a variety of routine and non-routine SHD scenarios and tasks, including investigation of issues and problems.
- demonstrate understanding of ethics, values and practice in the sectors.
- reflect confidently on their own behaviour, attitudes and values in relation to work in the sectors.
- make informed connections between services, structures, processes and issues.
- use appropriate research techniques to plan and analyse data, drawing straightforward conclusions with some evaluation. Material is presented in a clear and logical format with clear and accurate referencing.
- communicate appropriately with a range of individuals and in a range of situations, reviewing their effectiveness.
- work collaboratively in different contexts to address tasks successfully.
- are able to take a proactive approach to seeking guidance, requiring little or no supervision to carry on and complete straightforward tasks and problems.

## **Level 3 Grade A\***

Candidates characteristically:

- apply in-depth knowledge and understanding of the specification accurately.
- apply theoretical understanding and skills in a range of investigations into issues and problems, including those of some complexity.
- demonstrate thorough understanding through wide-ranging application of the ethics, values and practice in relation to the sectors.
- use reflection to analyse complex activities and issues in the sectors and articulate a personal perspective.

- show clear methodology of the connections between services, structures, processes and issues.
- carry out thorough research, interpreting and analysing data, using a wide range of sources and evaluating detailed evidence to draw valid conclusions. Information is presented in a clear, logical format with detailed referencing.
- use appropriate communication skills in a wide range of challenging situations, reviewing and evaluating their effectiveness and identifying areas for improvement.
- implement a range of skills including high-level communication, organisational and research skills in order to work effectively in a team.
- independently complete complex tasks and problems to a high standard taking, when needed, a proactive approach to seeking support and guidance.



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