Level 1 - Principal Learning
Society, Health and Development (SHD1U8)

SAMPLE ASSESSMENT MATERIAL

UNIT 8 - THE IMPORTANCE OF HUMAN GROWTH AND DEVELOPMENT IN SOCIETY, HEALTH AND DEVELOPMENT

Unit 8 The importance of human growth and development in Society, Health and Development Level 1

Sample assessment material - information for teachers

This assignment is provided as an example only. Consortia should produce their own assessments in line with the assessment section of the unit, based on their local delivery circumstances.

This example is written as if the Lead Assessor of the Consortia has prepared the assessment for the Teacher to deliver.

Overview
The purpose of this assessment is for learners to use creative thinking and planning skills to produce two development plans for different individuals at different stages of development.
Learners are not expected to carry out their plans with real individuals.

Task 1
Task 1 is related to a brief which has been set by Mrs Ellis, the early years teacher at the Fairfield Nursery. Mrs Ellis has based the profile on a real child at the Nursery although some of the details have been changed to protect the child's identity.

*Learners must not all be given the same profile information. Mrs Ellis has provided three profiles for different children across the early years and later childhood life stages.

Based on the profile they have been given, learners are required to assess the stage of development of the child, generate some ideas for suitable activities and plan one play activity to support their physical development.

Task 2
This task is based on a brief that has been set by Mr Roberts who is a care worker from an organisation that helps older people in their own homes. *As with Task 1, Mr Roberts has provided a selection of profiles for different individuals. These all include health, social issues and significant life event(s) and information relating to age and ageing. The information in the profile is based on a real individual although some of the details have been changed to protect their identity.

From the selected profile, learners will use the information to generate ideas for suitable development activities and produce a plan detailing suitable activities to support health and well-being.

***Please note, for the purposes of this example, the learner brief contains only one profile for each task.**

Evidence
Learners must produce two plans, one for each task. Plans may be produced either as hard copy or in electronic format. They should contain pictures and/or diagrams as necessary to explain the activity.

Time
The assignment will take approximately 8 of the 30 guided learning hours available for this unit with 4 hours allocated to each task.

Reading profile information and generating ideas for each task = 1 hour each.

Development of the plans for each task = 2 hours each.

Producing the plans in appropriate formats = 1 hour each

Resources
The following resources should be made available to learners:

Task 1
Pages from toy catalogues
Relevant pages from child development websites

Task 2
Relevant pages from the Age Concern website: www.ageconcern.org.uk

Supervision
Learners must be supervised when generating ideas and producing their plans. This includes using the information from the toy catalogues and websites to develop their ideas and source pictures/photographs to include in their plans.

Collaboration
This is an individual assessment and learners are expected to work independently when assessing case study information and when producing their subsequent plans for development.

Marking
Please note that the assignment marking grid can be found in the unit. Guidance for how to apply the mark grid can be found in the specification on page x.

Unit 8 The importance of human growth and development in Society, Health and Development Level 1

Sample assessment material – information for learners

Assignment overview

In this assessment you will need your planning and creative skills in order to produce two plans for development activities for two people at different stages of the lifespan.

Task 1 requires you to produce a plan of a suitable play activity to help the physical development of a child.
Task 2 requires you to produce a plan of a suitable activity that will support someone in one of the later stages of the lifespan.

For each task you will need to produce a plan for each individual with pictures and/or diagrams.

Time

You will have 8 hours to complete both tasks.

You are advised to spend 4 hours on each task.

For each task, you should spend **1 hour** on reading and assessing the stage of development of the individuals and generating some ideas for suitable activities.

You should spend **2 hours** to develop your plans for each individual for each task.

To produce the plans in appropriate formats you should allow **1 hour** for each task.

Resources

You have also been given the following resources which will help you when generating your ideas for activities and producing your plans. You may cut out pictures to illustrate your report.

Task 1 – Natalie

Toy catalogues
Website pages

Task 2 – Mr Wright

Website pages

In 3 weeks' time, Mrs Ellis, a teacher at the Fairfield Nursery, will be coming in with a brief for you for Task 1 and Mr Roberts, a care worker, will be coming in with a brief for you for Task 2.

Brief for Task 1 - Natalie

As you know, my name is Mrs Ellis (that's me in the picture with some of the children at the Nursery) and I am one of the early years teachers at the Fairfield Nursery in Caversham.

At Fairfield, we use a wide range of activities to support the physical development of the children who attend.

We welcome new ideas so that we can continue providing lots of different activities for the children, and would like you to help us.

I would like you to provide me with a plan for one play activity that would help the physical development of Natalie, a 3 year old girl, who attends the Nursery.

Natalie is in good health.

She enjoys running and chasing with other children, is starting to throw and catch a ball, and likes drawing squiggles on paper.

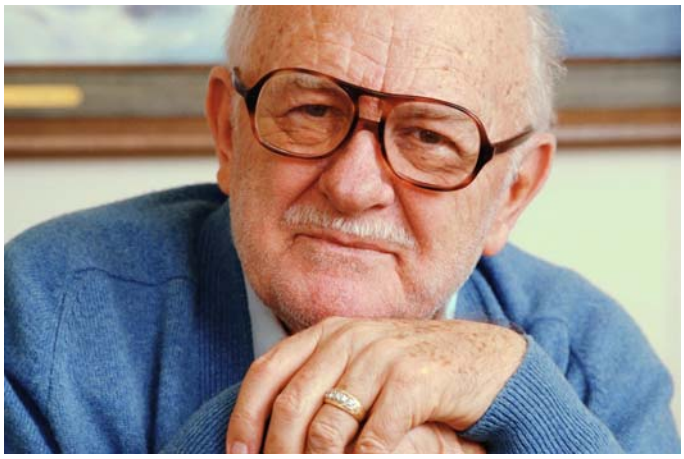
Task 1 (4 hours)

a. Generate some ideas for suitable play activities you could plan for Natalie. **Write your ideas down.**

   When generating your ideas, you must:
   i. consider what else would you want to ask Mrs Ellis about Natalie's stage of development
   ii. describe Natalie's stage of development
   iii. which aspects of Natalie's physical development you want to develop the activity for
   iv. what Natalie can do physically at the moment
   v. the types of development activity that would be suitable.

b. Produce a plan for one activity from your ideas in (a) for Mrs Ellis to take back to the nursery staff. Your plan must include:
   - a description of the activity
   - the aim
     - how the activity you have chosen may interest Natalie
     - how the activity will help Natalie's physical development
   - why play is important in supporting Natalie's physical development
   - how Natalie might be expected to develop physically through her childhood
   - time and resources needed for the activity
   - photos or pictures to illustrate the activity.

Brief for Task 2 – Mr Wright



Mr Wright is 80 years old and lives alone.

I have been helping him in his home for past few months. He needs support at the moment because he is finding daily living tasks, such as, cooking and cleaning more difficult as he gets older and he isn't as mobile as he used to be.

Sadly, his wife died recently and he has told me that he doesn't see many people since he has no family. He rarely goes out of his house or speaks to anyone.

Mr Wright is in fairly good health for his age and enjoys doing the crossword and watching cricket on the television.

Although we do as much as we can for Mr Wright in his home, it would be great if you could suggest some other activities that could support Mr Wright. Please could you produce a plan for one activity which I could then take back to discuss with Mr Wright.

Task 2 (4 hours)

a. As you did for Task 1, assess Mr Wright's stage of development and generate some ideas for suitable activities that could help Mr Wright to live independently and maintain a good quality of life. **Write your ideas down.**

When generating your ideas, you must:

i. consider what else would you want to ask Mr Roberts about Mr Wright's stage of development
ii. describe Mr Wright's stage of development
iii. decide and record which aspects of development you want to address in your activity
iv. describe the life event that might have affected Mr Wright
v. consider how Mr. Wright might be affected by ageing in terms of health and social issues
vi. the types of activity that would be suitable for Mr Wright.

b. Produce a plan for one activity from your ideas generated in (a) for Mr Roberts to take back to show Mr Wright. Your plan must include:

- a description of the activity
- the aim
- time and resources needed for the activity
- how the activity you have chosen will help Mr Wright.
- photos or pictures in your plan to illustrate the activity.