

# Introduction to learning disability

## Assessment marking guide

M/506/0259

**4230-117**



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### Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

### Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

[http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording\\_Forms\\_for\\_centres\\_and\\_candidates.ashx](http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx)

### What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

<b>Task A: Awareness-raising display</b>
<p><b>Set out what is meant by ‘learning disability’.</b></p> <p>‘Learning disability’ includes the presence of a “significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence); a reduced ability to cope independently (impaired social functioning) which started before adulthood, with a lasting effect on development.” (‘Valuing People’: 2001)</p> <p>Some people prefer the term ‘learning difficulty’. Both terms are used and could be seen as interchangeable, although learning difficulty is also used to describe people who have specific conditions such as dyslexia.</p> <p>It is important that candidates recognise that a learning disability is not an illness and cannot be ‘cured’.</p> <p>Any other acceptable answer.</p>
<p><b>Set out examples of the causes of learning disability.</b></p> <p>Causes of learning disabilities include:</p> <ul style="list-style-type: none"><li>• oxygen starvation at birth</li><li>• genetic factors</li><li>• alcohol or substance misuse</li><li>• environmental toxins.</li></ul> <p>Any other acceptable answer.</p> <p>NB: Candidates are not expected to provide scientific explanations for the possible causes of learning disability. It is also important for them to recognise that there are different views about the some of the actual causes.</p>

<b>Task B:</b>	<b>Folder</b>
<p><b>Show the impact of effective communication on the lives of individuals with a learning disability.</b></p> <p>The impact of effective communication includes:</p> <ul style="list-style-type: none"><li>• enables individual to understand</li><li>• encourages individual to communicate in return</li><li>• enables the individual to gain sufficient information to make choices and decisions</li><li>• enables individual to join in with everyday activities.</li></ul> <p>Any other acceptable answer.</p>	
<p><b>Show the importance of using language that is appropriate for age and ability when communicating with individuals with a learning disability.</b></p> <p>Examples include:</p> <ul style="list-style-type: none"><li>• not to use “baby” language when talking to adults</li><li>• offer one concept at a time</li><li>• be clear and make sure all aspects of communication match (use total communication techniques where appropriate)</li><li>• use “Easy Write” principles when giving written information</li><li>• Use words and concepts which will be understood by the individual.</li></ul> <p>Any other acceptable answer.</p> <p>NB: The examples provided for the previous point (regarding ‘impact’) are valid here also.</p>	
<p><b>Show examples of different methods of communication that can be used where individuals have difficulty with spoken language.</b></p> <p>Examples of different types of communication include:</p> <ul style="list-style-type: none"><li>• Makaton or other sign language</li><li>• Picture Exchange Communication system (PECS)</li><li>• symbols</li><li>• total communication techniques</li><li>• assistive technology.</li></ul> <p>Any other acceptable answer.</p>	

<b>Task C: Case study</b>
<p><b>How do you think Megan, Tom, Dipak and Sonya might feel?</b></p> <p>Candidates must suggest how Tom, Megan, Diapk and Sonya might feel. Examples include:</p> <ul style="list-style-type: none"><li>• angry</li><li>• upset</li><li>• hurt</li><li>• accepting.</li></ul> <p>Any other acceptable answer.</p>
<p><b>How does the attitude of the support workers demonstrate/show a lack of respect for Megan, Tom, Dipak and Sonya, as individuals?</b></p> <p>Candidates must indicate how the behaviour of the support worker demonstrates a lack of respect. Examples include:</p> <ul style="list-style-type: none"><li>• not listening to their preferences</li><li>• making assumptions based on their impairments</li><li>• making assumptions based on own views</li><li>• not accepting they have capacity to make choices.</li></ul> <p>Any other acceptable answer.</p>
<p><b>What could the support workers do to be more person-centred?</b></p> <p>Examples include:</p> <ul style="list-style-type: none"><li>• listening to their views and helping them to make informed choices by providing accurate information</li><li>• carrying out a risk assessment to help them decide if they wish to go</li><li>• supporting their decision.</li></ul> <p>Any other acceptable answer.</p>

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