

hats is a good idea, but no.  
Help!! Have I got enough ti  
et help from Amy's fashic

Get up  
Check equipment ag  
Make lunch. Pack ruc.  
Ring Mr A. N. Assessc  
Get collected by Jason  
Leave Middlesbrough  
Arrive car park  
Walk  
return to car p-

**Option2:** **Do it**

- It will be fun to prep
- I can choose someth
- children
- It won't cost much
- I can make sure



**On the day**

1. Arrive at sch
2. Introduce the
3. Make sure the
4. Give out hats.
5. Take pictures
6. Tell them I'
7. ?Collect!



LET'S TRY A FUNNY

...a list of points to  
...ost chance of success...

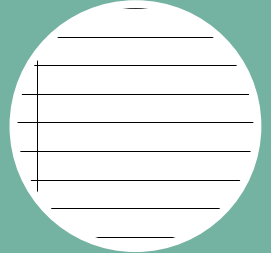
**Option 1:** **Get some**  
**For**

- The children would lil
- It doesn't involve mu

2  
A Candidate  
I am A Candidate's tu  
to go on a hike. She s  
the difficulty of clin  
Easter. I confirme  
conditions.

**KEY SKILLS**  
**EM SOLVING LE**

you will try to solve?  
for a party for ch:



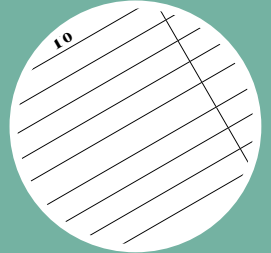
**Have you thought ab.**  
**will get the materials fi**

Well, I know my  
Department mig

**Have you tried timin'**

No

Context and purpose



**Option 2:** **Malh**  
**Fe**

- Interesting scenery
- Some climbing but
- New for Jason
- Within everybody.

in - eg a conjuror

- Probably expensive
- Don't know any
- ? Yellow Pages

- DJ? - Not good

**Dressing ur**  
Too difficult

**On the day**

- Get up
- Check ex
- Make lun
- Ring Mr .
- Get colle
- Leave N
- Arrive
- W-

**PS2.3a** **Go back**  
**you colle**  
**been sol**

I have included the comr  
Ms A. Tutor my notes c  
ve done what I s

First published in 2004

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# Foreword

Key skills are for everyone, from learners in the workplace, colleges and schools to chief executives in large companies. They are the skills most commonly needed for success in education, training, work and life in general.

The six key skills are:

- application of number
- communication
- improving own learning and performance
- information and communication technology
- problem solving
- working with others.

In developing key skills, people improve the quality of their learning as well as their performance in the world of work.

When QCA completed its review of the key skills qualifications and units, it was clear that there was a need for examples of key skills portfolios. We produced example portfolios in application of number, communication and information technology earlier in 2004. We have now produced example portfolios for improving own learning and performance, problem solving and working with others at levels 1 to 3.

The example portfolios provide practical guidance on organising and referencing portfolio evidence, and on the kind and amount of evidence required. They are intended, along with the 2004 key skills standards and guidance, to help assessors interpret the key skills. They are based on the *2004 key skills standards and guidance* and show real work from real candidates. Their production is supported by the key skills awarding bodies.



Ken Boston AO  
Chief Executive, QCA

# Overview

The key skills awarding bodies and the regulatory authorities (QCA, ACCAC and CCEA) have produced this example portfolio as a result of a collaborative project. The purpose of the project was to produce a set of portfolios that would give practitioners a clear understanding of the requirements for key skills portfolios.

Portfolios for each of the key skills of application of number, communication and information technology were published earlier in 2004. There are now portfolios for each of the other key skills:

- improving own learning and performance, levels 1 to 3
- problem solving, levels 1 to 3
- working with others, levels 1 to 3.

The project group selected a range of learning and vocational contexts to show the application of skills across these nine portfolios. While a specific context may not be directly relevant to all sectors, the principles of approach, recording and assessment apply, and should prove useful to all.

Key skills chief moderators and external verifiers for the awarding bodies have met and scrutinised the portfolios. They agree that the portfolios meet the specifications for the key skills qualifications. QCA chaired and facilitated the meetings.

These portfolios went through an internal assessment by a centre and then an external verification/moderation process by the centre's awarding body. Each of them met the standard and received a pass. They should be viewed as such, not as perfect examples of work.

You will see that improvements could be made to the portfolios. For example, evidence could be more effectively or logically presented. However, room for improvement is to be expected: candidates develop skills over time, reflecting and progressing as they do so. Key skills are free-standing qualifications open to everyone at any age. This means that portfolios of evidence are created in a range of academic, occupational and vocational contexts.

Also included in the portfolios are:

- record sheets that make the feedback and assessment decisions clear
- commentaries that outline some of the issues and describe the context in which the candidates gathered the evidence.

Some of these portfolios have been created from more than one portfolio. Some have been reworked to avoid 'benefit of the doubt' situations. The record sheets have been rewritten to make decisions clearer to the reader. During the copying process, some loss of clarity may have occurred, especially in images that were originally in colour.

These example portfolios should be read with reference to the *2004 key skills standards and guidance*, which provides advice and guidance on the assessment of key skills. It should also be noted that, while a portfolio may meet the standard for a specific key skill, it might not reflect the equivalent standard in another key skill.

QCA and the key skills chief moderators and external verifiers would like to acknowledge the valuable contribution of centres and students in the production of these materials.

# Commentary

This level 2 portfolio meets all the requirements of the standards at level 2.

The candidate was following a GNVQ programme in health and social care at a further education college, and was also completing an additional course in sports studies. The two problems were chosen from these two areas, and were assessed by two different assessors. The health and social care assessor was the candidate's main assessor, and has completed the summative documentation.

For each of the two problems there are three sheets entitled 'Assessment record', in which the two different assessors confirm with explanatory comments that the candidate has met all the level 2 criteria.

There is also an assessor statement for each problem, which adds further details of how the standards have been met. Both assessors also asked additional questions to probe the candidate's understanding further.

It should be noted that this candidate demonstrates an unusually high level of written communication.

## *PS 2.1*

The main evidence consists of two assessor statements and two candidate statements. The candidate statements, referred to as 'evidence sheets', are word-processed, and were written in response to prompts provided by the awarding body. The evidence is supplemented in part by a witness statement from the candidate's work placement supervisor, and product evidence consisting of preparatory notes written by the candidate.

## *PS 2.2*

The main evidence consists of two assessor statements and the evidence sheets referred to above. Further evidence is provided by witness comments from the work placement supervisor and from peers. There is also a range of product evidence to support the above.

## *PS 2.3*

The main evidence consists of two assessor statements and the evidence sheets. As with 2.3, these are backed up by witness comments and product evidence.

The portfolio contains more items than are strictly necessary, since some product evidence has been included. The assessment records cover all the criteria, as do the candidate's personal statements. However, it is good practice to include such things as the witness testimony and the equipment list and map, which arose naturally out of the candidate's activity.

### PROBLEM SOLVING LEVEL 2 ASSESSMENT CHECKLIST

<p><b>You must:</b> <b>PS2.1</b> Identify a problem, with help from an appropriate person, and identify different ways of tackling it.</p>	<p><b>PS2.2</b> Plan and try out at least one way of solving the problem.</p>	<p><b>PS2.3</b> Check if the problem has been solved and identify ways to improve problem solving skills.</p>
<p><b>Your evidence must show you can:</b> <b>2.1.1</b> Provide information to help identify a problem, accurately describing its main features <b>2.1.2</b> identify how you will know the problem has been solved <b>2.1.3</b> come up with different ways of tackling the problem.</p>	<p><b>2.2.1</b> Confirm with an appropriate person how you will try to solve the problem <b>2.2.2</b> plan what you need to do, identifying the methods and resources you will use <b>2.2.3</b> use your plan effectively, getting support and revising your plan when needed to help tackle the problem.</p>	<p><b>2.3.1</b> Check if the problem has been solved by accurately using the methods you have been given <b>2.3.2</b> describe clearly the results, including the strengths and weaknesses of how you tackled the problem <b>2.3.3</b> identify ways of improving your problem solving skills.</p>

### LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	PS2.1			PS2.2			PS2.3		
		1	2	3	1	2	3	1	2	3
3–5	Assessment record for problem 1	x	x	x	x	x	x	x	x	x
6	Assessor observation	x			x					x
7–9	Evidence sheets	x	x	x	x	x	x	x	x	x
10	Witness statement	x			x			x		
11	Comments from children					x	x			
12	Additional questions					x	x			
13–15	Rough notes	x			x	x	x			
16–18	Assessment record for problem 2	x	x	x	x	x	x	x	x	x
19	Assessor statement	x	x	x	x	x	x	x		
20–22	Evidence sheets	x	x	x	x	x	x	x	x	x
23	Equipment list					x				
24	Route card and peer comments					x	x		x	x
25	Additional questions						x		x	x

**PROBLEM SOLVING LEVEL 2  
LOCATION OF ADDITIONAL EVIDENCE**

Page	List items of evidence and where they are located in the portfolio	PS2.1			PS2.2			PS2.3		
		1	2	3	1	2	3	1	2	3
26	Map showing route					x				
27	Photo									

**Assessor Declaration:** I confirm that the details above are correct and that the evidence submitted is the candidate's own work and the candidate meets all the requirements for certification of this key skill.

Assessor Name: A.N. ASSESSOR

Candidate Name: A Candidate

Assessor Signature: ANA

Candidate Signature: A Candidate

Date: 16-05-03

Date: 16-05-03



Level 2

You must:

PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.

Your evidence must show you can:

- 2.1.1 Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2 identify how you will know the problem has been solved; and
- 2.1.3 come up with different ways of tackling the problem.

<b>ASSESSMENT RECORD</b> <b>PROBLEM SOLVING LEVEL 2</b>		
<b>Subject and purpose:</b> Task 1: To fill a half hour gap in the entertainment for a party for children with physical disabilities.		<b>Supplementary evidence (if included):</b>
<b>Did the candidate...</b>  Provide information to help identify the problem, accurately describing its main features?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes	<b>Comments and examples</b>  <i>For problem 1 A Candidate formulated the problem succinctly with some prompting, and contributed usefully to the initial discussion.</i>
<b>Did the candidate...</b>  Identify how they would know the problem had been solved?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes	<b>Comments and examples</b>  <i>In both problems the evidence clearly shows that A Candidate has identified the conditions for success accurately.</i>
<b>Did the candidate...</b>  Come up with different ways of tackling the problem?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes	<b>Comments and examples</b>  <i>She identified two possible ways of tackling the problem.</i>
Assessor Name: <u>A.N. Assessor</u>		Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>A.N.A.</u>		Candidate Signature: <u>A. Candidate</u>
Date: <u>16.05.03</u>		Date: <u>16.05.03</u>

## Level 2

### You must:

PS2.2 Plan and try out at least one way of solving the problem.

### Your evidence must show you can:

- 2.2.1 Confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2 plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3 use your plan effectively, getting support and revising your plan when needed to help tackle the problem.

## ASSESSMENT RECORD PROBLEM SOLVING LEVEL 2

PS2.2 Plan and try out at least one way of solving the problem.

<b>Subject and purpose:</b> Task 1: To fill a half hour gap in the entertainment for a party for children with physical disabilities.	<b>Supplementary evidence (if included):</b> Work product and witness testimony from the children.
--	---

<b>Did the candidate...</b>  Confirm with an appropriate person how they would try to solve the problem?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b>  <i>A Candidate confirmed with me, her Health and Social Care tutor, how she would tackle the problem.</i>
<b>Did the candidate...</b>  Plan what they would need to do, identifying the methods and resources they would use?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b>  <i>Planning sheets are included. They show a methodical approach. A little extra probing was needed about the supply of materials.</i>
<b>Did the candidate...</b>  Use their plan effectively, getting support and revising their plan when needed to help tackle the problem?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b>  <i>A Candidate worked through her plan, and modified it as required. She sought a little help both from me and from Ms A. Teacher at Eagle School.</i>

Assessor Name: <u>A.N. ASSESSOR</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>A.N.A</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>16-05-13</u>	Date: <u>16-05-03</u>

Level 2

You must:

PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.

Your evidence must show you can:

- 2.3.1 Check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2 describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3 identify ways of improving your problem solving skills.

**ASSESSMENT RECORD  
PROBLEM SOLVING LEVEL 2**

PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.

<b>Subject and purpose:</b> Task 1: To fill a half hour gap in the entertainment for a party for children with physical disabilities.	<b>Supplementary evidence:</b> Work product and witness testimony from the children.
--	---

<b>Did the candidate...</b>  Check if the problem had been solved by accurately using methods that they were given?	(tick) <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Comments and examples</b>  <i>In discussion with me, A Candidate was able to identify the extent to which she had succeeded in solving the problems.</i>
<b>Did the candidate...</b>  Describe clearly the results, including the strengths and weaknesses of how they tackled the problem?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Comments and examples</b>  <i>A Candidate needed some prompting to identify her strengths and weaknesses, especially to consider the process of problem solving rather than the specific problem.</i>
<b>Did the candidate...</b>  Identify ways of improving their problem solving skills?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Comments and examples</b>  <i>Again A Candidate's evidence clearly shows that she has identified possible ways forward.</i>

Assessor Name: <u>AN ASSESSOR</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>AN</u>	Candidate Signature: <u>A. Candidate</u>
Date: <u>16-05-13</u>	Date: <u>16-05-03</u>

### You must:

- PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2 Plan and try out at least one way of solving the problem.
- PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1 Provide information to help identify a problem, accurately describing its main features; and
- 2.2.1 confirm with an appropriate person how you will try to solve the problem; and
- 2.3.3 identify ways of improving your problem solving skills.

### Key skills: Assessor observation of performance

Key skill and level: Problem Solving level 2

Candidate name: A. Candidate

Candidate number: 123456

Context and purpose:  
 A Candidate is working towards a QNVQ in Health and Social care. As part of her course she has been working at Eagle School, a local school for children with physical disabilities.  
 The purpose of her problem solving exercise was to fill a half hour gap in the entertainment for a children's spring holiday party.  
 A-Candidate is also following an outdoor pursuits course as an additional study. She used this as the context for her second problem.

Key skills criteria:  
 A Candidate discussed her ideas for entertainment with me, and came up with two different ideas (see page 7). She discussed them further with the teacher at Eagle School, and made a final decision. I observed A-Candidate planning her entertainment, and negotiated with the Fashion Department for her to approach their students. In the end nothing came of this, because of a clash of personalities, but A-Candidate modified her plans, and worked hard to implement them. The result was a success, and the comments by the children show that they enjoyed it.  
 I believe that as a result of her work on both problems, A-Candidate has learnt some important lessons about how she approaches problems.

Signed (Assessor): <u>ANA (Health and Social Care)</u>	Date: <u>14.05.03</u>
Signed (Candidate): <u>A.Candidate</u>	Date: <u>14.05.03</u>

An assessor observation must be accompanied by other evidence; it cannot be used alone as evidence of achievement of the standards.

## Level 2

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2** identify how you will know the problem has been solved; and
- 2.1.3** come up with different ways of tackling the problem; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2** plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3** use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2** describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3** identify ways of improving your problem solving skills.

### KEY SKILLS PROBLEM SOLVING LEVEL 2

**PS2.1a**      **What is the problem you will try to solve?**

To fill a half hour gap in the entertainment for a party for children with physical disabilities.

**PS2.1b**      **What are the main features of the problem?**

- The children aren't very mobile .
- I have a limited budget
- My party must be fitted in to 30 minutes.

**PS2.1c**      **How will you show that you have solved the problem?**

- I will ask the children's class teacher to say whether she thought it worked, and I will ask her to find out from the children whether they enjoyed it. (That way I'll get a more honest answer than if I ask them.)
- I will keep my notes and anything else that I do.
- I will get a statement from Ms A. Teacher.
- My tutor, Ms A. Tutor, will be observing me, and will write an observation.
- I will make sure I keep within my budget and keep to time.
- I will get someone to take photos of the event.

**PS2.1d**      **Think of at least two different ways of solving the problem.**

- Get an entertainer in, eg a conjurer
- Do it myself, eg organise a talent competition

Make a list of points for and against each option, and decide which one is the most realistic, or has the most chance of success. Indicate any help you received.

**Option 1:      Get someone in, eg hire a conjurer**

For	Against
<ul style="list-style-type: none"> <li>• The children would like a magic show</li> <li>• It doesn't involve much work by me</li> </ul>	<ul style="list-style-type: none"> <li>• It might be too expensive</li> <li>• It might go on too long, and I can't control it</li> <li>• The conjurer might upset the children</li> </ul>

**Option2:      Do it myself**

For	Against
<ul style="list-style-type: none"> <li>• It will be fun to prepare</li> <li>• I can choose something suitable for the children</li> <li>• It won't cost much</li> <li>• I can make sure it fits in the time</li> </ul>	<ul style="list-style-type: none"> <li>• I'll have to decide what to do</li> <li>• The children might not like it</li> <li>• A bit of a risk</li> </ul>

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2** identify how you will know the problem has been solved; and
- 2.1.3** come up with different ways of tackling the problem; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2** plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3** use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2** describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3** identify ways of improving your problem solving skills.

**PS2.2a** **Having decided which option to try out, write down your detailed plans for completing it.**

I decided that I would organise the entertainment for myself, mainly because of the cost. I had a few ideas of what I might try (see rough notes), but in the end I decided a funny hat parade would be best, even though it was a bit of a risk, because I haven't done anything like it before. See also the Witness statement on page 10.

- Go to the fashion class and ask them to help me.
- Organise making the hats: there are 6 children, and I want them to have 2 hats each to choose from, so 12 hats.
- Plan what I will say to introduce the hat parade.
- Check with Ms A. Teacher that there will be enough carers for one to each child.
- Arrange to borrow digital camera.
- Take all the stuff to the party – camera, hats, notes on how I'm going to introduce it.
- Decide which hats each child can choose from.
- Take photos.
- Tell the children how nice they all looked, and promise to come back with the photos.
- Print photos.
- Go back next week and talk about the parade with the children.

**PS2.2b** **Follow your plan, making any changes necessary. Make sure to collect the evidence you decided you would need.**

I had to limit the number of hats to 6 instead of 12, because of time. The department camera was being used by someone else, and so my tutor, Ms A. Tutor, had to borrow one from Art and Design.

**PS2.2c** **Indicate any support you used.**

The children's class teacher, Ms A. Teacher, helped me. I had a talk with her to begin with, and she said that I should allow about 30 minutes for my part. After I had thought about it, I discussed with her the two ideas that I had. She thought that the magic show was quite OK, but told me that she had had a conjurer two years ago, and he didn't seem to understand what the children would be like. She was worried that the same thing might happen again. She thought hats would be good, but she said it shouldn't be a competition, because then no one would lose. So we changed it to a hat parade. I went to our fashion teacher and asked her if she thought her students would help. She said I could come to one of the classes and ask them.

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2** identify how you will know the problem has been solved; and
- 2.1.3** come up with different ways of tackling the problem; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2** plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3** use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2** describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3** identify ways of improving your problem solving skills.

**PS2.3a** **Go back to PS2.1b and c. Have you answered all the questions you asked? Have you collected all the evidence of success that you indicated? Has the problem been solved?**

I have included the comments from the children, a statement by Ms A. Teacher, an observation by Ms A. Tutor my notes on what I said to introduce the hat parade and some photos of the children. I have done what I set out to do, but it didn't work out as well as I'd hoped. I had to make all the hats myself, because no one helped me. I think I solved the problem, but I could have done it better.

- The children didn't all like the hats I'd chosen for them. Maybe I should have let them have more choice instead of me saying which ones they could have.
- The good things were that I kept within my budget and kept to time (more or less!).
- Also the children enjoyed it (see their comments).
- The children were disappointed that they couldn't see the pictures of themselves in the hats straight away. We couldn't afford a Polaroid camera, and used the one of the college digital cameras. If I'd told the children at the start that the pictures would not be ready straightaway, it would have been better. In fact I could have made it more fun, by saying that we'd have another day when we'd look at the photos, and they could draw pictures of themselves. (The last part was Ms A. Teacher's idea.)
- The fashion students weren't much help and in the end I had to make all the hats myself. So because of the time I could only make 6 hats. I think it might be because I'm a bit bossy, and told them what sort of hats I wanted, instead of letting them just make them.

**PS2.3b** **How could you improve your problem solving skills?**

I always think other people won't do things the way I want them done. I try to go straight into the work without spending enough time thinking about possible difficulties.

**WHAT TO DO DIFFERENTLY NEXT TIME:**

- I will try not to be so bossy.
- I will think things through more, and maybe get other people (eg in this case my tutor and Ms A. Teacher) to look at my plans at different stages.

*A.W.A (Health and Social Care)  
30-04-03*

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given.



## Eagle School

7 May 2003

### Witness statement for A Candidate

A Candidate has been working at our school one day a week during the current year. As part of our spring holiday celebrations we held a party for the children of year 4, who all have a physical disability. A Candidate volunteered to organise an event. She brought forward two ideas, and after discussion we agreed that she would organise a Funny Hat Parade.

She independently worked out the details of the event, and planned it to fit into the time available (30 minutes). She is always sensitive to the needs of our children and helped them in an appropriate way on the day.

The Funny Hat Parade worked quite well, and the children have often talked about it since. Unfortunately A Candidate was only able to make six hats, and took the decision to allocate them arbitrarily to the children. This caused a little friction and, as I have discussed with her, it might have been better to introduce an element of choice.

Overall, A Candidate is an asset to the school, and I believe she will make a good teacher.

Class Teacher



### Level 2

#### You must:

- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

#### Your evidence must show you can:

- 2.2.3** Use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given.



## Eagle School

9 May 2003

Some reactions from the pupils of my class to the Funny Hat Parade:

“I thought the hats looked really cool.”

“It was fun seeing what everybody else looked like, but I wished we could have had more hats to choose from.”

“I wish it could have gone on longer.”

“My hat was OK, but I wanted to try Gemma’s.”

“A Candidate was brilliant.”

*A. Teacher*

Class Teacher

## Level 2

### You must:

PS2.2 Plan and try out at least one way of solving the problem.

### Your evidence must show you can:

2.2.2 Plan what you need to do, identifying the methods and resources you will use; and

2.2.3 use your plan effectively, getting support and revising your plan when needed to help tackle the problem.

### Additional questions

**Have you thought about the resources you will need to make hats – for instance, where you will get the materials from, and how much that may cost?**

Well, I know my Mam has a lot of stuff in the loft. I can look through that. The Fashion Department might have some bits they don't want.

**Have you tried timing how long it takes to make a hat?**

No, but I suppose it won't take that long.

**It's getting quite close to the date you agreed now. Are you confident that you can complete all your plans in time?**

I wish now that I'd thought it through a bit better. Maybe the best thing would be to cut down the number of hats to just one each. I think I can manage that OK.

Signatures:

*A candidate*  
*ANA (Health and Social Care)*

Candidate

Date: *17-03-03*

Assessor

Date: *17/03/2003*

## Level 2

### You must:

- PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2 Plan and try out at least one way of solving the problem.

### Your evidence must show you can:

- 2.1.1 Provide information to help identify a problem, accurately describing its main features; and
- 2.2.1 confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2 plan what you need to do, identifying the methods and resources you will use.

Rough Notes

17/03/03

Spring holiday entertainment at Eagle School.

I've got 30 minutes: what shall I do?

Ideas:

- Get someone in - eg a conjurer
  - probably expensive
  - Don't know any
  - ? Yellow Pages
- DJ? - Not good for some of the children's mobility.
- I do it
- Dressing up?
  - Too difficult for Gemma and Tony.
- Hats?
  - Prizes (Not-too expensive)
  - Funniest / smartest / coolest / most colourful.

LET'S TRY A FUNNY HAT COMPETITION

Page 13

### You must:

PS2.2 Plan and try out at least one way of solving the problem.

### Your evidence must show you can:

2.2.2 Plan what you need to do, identifying the methods and resources you will use; and

2.2.3 use your plan effectively, getting support and revising your plan when needed to help tackle the problem.

19/03/03

Spoke to Ms. A. Teacher. She thinks hats is a good idea, but not to make a competition. She suggested we can do it on Tuesday 29 April.

Help!! Have I got enough time?

Get help from Amy's fashion class

#### BEFORE

1. Collect materials and stuff for hats
2. Get 12 hats made
3. Collect hats
4. Plan what I'm going to say to introduce it

#### On the day

1. Arrive at school at normal time (Remember to bring hats, my speech, camera).
2. Introduce the Holiday Hat Parade.
3. Make sure there is a helper for each child.
4. Give out hats.
5. Take pictures
6. Tell them I'll come back with the photos. (Remember to say how cool they all looked).
7. ? Collect hats or let them keep them?

## Level 2

### You must:

- PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2 Plan and try out at least one way of solving the problem.

### Your evidence must show you can:

- 2.1.1 Provide information to help identify a problem, accurately describing its main features; and
- 2.2.1 confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2 plan what you need to do, identifying the methods and resources you will use.

24/09/05

### Introduction (2 minutes maximum)

Hello Michele, Eve, Abdul, Gemma, Tony, Andreas  
I've bought some hats for you to wear in our Holiday Hat Parade. They're really cool, and there's one for each of you. We'll try them on and then I'm going to take photos of you all, so that you can see what you look like.

## Level 2

### You must:

PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.

### Your evidence must show you can:

- 2.1.1 Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2 identify how you will know the problem has been solved; and
- 2.1.3 come up with different ways of tackling the problem.

## ASSESSMENT RECORD PROBLEM SOLVING LEVEL 2

PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.

### Subject and purpose:

Task 2: To organise a successful day's hiking over the Easter holiday within the limits of safety, fitness and our budget.

### Supplementary evidence (if included):

Did the candidate...	(tick)	Comments and examples
Provide information to help identify the problem, accurately describing its main features?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>I discussed the proposal with A Candidate, who was able to identify what she wanted to do.</i>
Identify how they would know the problem had been solved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>The evidence clearly shows that A Candidate has identified the conditions for success accurately.</i>
Come up with different ways of tackling the problem?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>She actually came up with three ways of tackling the problem.</i>

Assessor Name: A. N. Assessor  
 Assessor Signature: ANASSOR  
 Date: 16.05.03

Candidate Name: A. Candidate  
 Candidate Signature: A. Candidate  
 Date: 16.05.03

Level 2

You must:

PS2.2 Plan and try out at least one way of solving the problem.

Your evidence must show you can:

- 2.2.1 Confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2 plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3 use your plan effectively, getting support and revising your plan when needed to help tackle the problem.

<b>ASSESSMENT RECORD</b> <b>PROBLEM SOLVING LEVEL 2</b> PS2.2 Plan and try out at least one way of solving the problem.		
<b>Subject and purpose:</b> Task 2: To organise a successful day's hiking over the Easter holiday within the limits of safety, fitness and our budget.	<b>Supplementary evidence (if included):</b> Map and photos.	
<b>Did the candidate...</b>  Confirm with an appropriate person how they would try to solve the problem?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b>  <i>A Candidate discussed with me her various plans for tackling the problem. We agreed that the Malham hike would be most suitable for everyone, given the circumstances.</i>
<b>Did the candidate...</b>  Plan what they would need to do, identifying the methods and resources they would use?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b>  <i>I confirm that I assisted A Candidate in the discussions about the hike, and checked the group's equipment before departure.</i>
<b>Did the candidate...</b>  Use their plan effectively, getting support and revising their plan when needed to help tackle the problem?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Comments and examples</b>  <i>Pages 6-13 Pages 17-20 Pages 22, 23 and 25</i>
<b>Assessor Name:</b> <u>A. N. Assessor</u>		<b>Candidate Name:</b> <u>A. Candidate</u>
<b>Assessor Signature:</b> <u>A. N. Assessor</u>		<b>Candidate Signature:</b> <u>A. Candidate</u>
<b>Date:</b> <u>16-05-03</u>		<b>Date:</b> <u>16-05-03</u>

## Level 2

### You must:

**PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.3.1** Check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2** describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3** identify ways of improving your problem solving skills.

## ASSESSMENT RECORD PROBLEM SOLVING LEVEL 2

PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.

<b>Subject and purpose:</b> Task 2: To organise a successful day's hiking over the Easter holiday within the limits of safety, fitness and our budget.	<b>Supplementary evidence (if included):</b> Map and photos.	
<b>Did the candidate...</b>  Check if the problem had been solved by accurately using methods that they were given?	<b>(tick)</b> <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No  <b>Comments and examples</b>  <i>A Candidate referred back to her initial evidence sheets, which showed that the problem had been solved with moderate success.</i>
<b>Did the candidate...</b>  Describe clearly the results, including the strengths and weaknesses of how they tackled the problem?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No  <b>Comments and examples</b>  <i>The evidence from the two problems shows that A Candidate's awareness of problem solving has grown, even from problem 1 to problem 2.</i>
<b>Did the candidate...</b>  Identify ways of improving their problem solving skills?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No  <b>Comments and examples</b>  <i>I agree with the Health and Social Care tutor that A Candidate has demonstrated a real growth over the last few months.</i>

Assessor Name: <u>A-N Assessor</u>	Candidate Name: <u>A. Candidate</u>
Assessor Signature: <u>[Signature]</u>	Candidate Signature: <u>[Signature]</u>
Date: <u>16-05-03</u>	Date: <u>16-05-03</u>



## Level 2

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2** identify how you will know the problem has been solved; and
- 2.1.3** come up with different ways of tackling the problem; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2** plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3** use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given.

### KEY SKILLS: ASSESSOR STATEMENT

<b>UNIT</b>	Problem solving		
<b>LEVEL</b>	2		
<b>CANDIDATE</b>	A Candidate		
	<p>I am A Candidate's tutor for outdoor pursuits. She discussed with me her plans to go on a hike. She suggested three alternative routes, and asked my opinion on the difficulty of climbing Helvellyn, and the possible weather conditions over Easter. I confirmed her choice of Malham Cove as appropriate for the overall conditions.</p> <p>I offered her advice on suitable equipment and showed her how to make a route card. When she had completed it, I checked that it was suitable. I also agreed to be her contact for emergencies. We discussed the sort of evidence that she could bring to show that the event had happened, but I assured her that the main purpose was to show that she could solve problems.</p> <p>The options that she considered were appropriate. Her planning sheets show that she was aware of the main features of the problem. The evidence clearly showed that she carried out her plans with reasonable success.</p> <p>I checked her awareness of problem solving in general through additional questions.</p>		
<b>ASSESSOR SIGNATURE:</b>	<i>A. H. Assessor (Sports Studies)</i>	<b>DATE:</b>	<i>28.04.03</i>
<b>CANDIDATE SIGNATURE:</b>	<i>A. Candidate</i>	<b>DATE:</b>	<i>28.04.03</i>

## Level 2

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2** identify how you will know the problem has been solved; and
- 2.1.3** come up with different ways of tackling the problem; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2** plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3** use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2** describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3** identify ways of improving your problem solving skills.

## KEY SKILLS PROBLEM SOLVING LEVEL 2

### PS2.1a What is the problem you will try to solve?

To organise a successful day's hiking over the Easter holiday within the limits of safety, fitness and our budget.

### PS2.1b What are the main features of the problem?

Who?  
Where to go? – cost, scenery, difficulty  
How long will we be out for?  
What clothing and equipment do we need?  
Food?

### PS2.1c How will you show that you have solved the problem?

I will take photos of us on the walk.  
I will get Keith and Jason to sign to say that I did it.  
I will ask Mr A. N. Assessor (Sports Studies) to write something about how he helped me.  
We will have the notes of our discussion, with a map and the route plan and an equipment list.  
I'll get Keith and Jason to say what they enjoyed and didn't like (if anything).

### PS2.1d Think of at least two different ways of solving the problem.

Different choices for where to go:

1. Go somewhere familiar and cheap, eg the cliff top path at Saltburn
2. Go somewhere that one of us knows well, eg Malham Cove
3. Go somewhere new and challenging, eg Helvellyn

## Level 2

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2** identify how you will know the problem has been solved; and
- 2.1.3** come up with different ways of tackling the problem; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2** plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3** use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2** describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3** identify ways of improving your problem solving skills.

Make a list of points for and against each option, and decide which one is the most realistic, or has the most chance of success. Indicate any help you received.

**Option 1: Cliff top path at Saltburn**

For	Against
<ul style="list-style-type: none"> <li>• Close and easy to get to</li> <li>• Easy walking</li> <li>• Don't need to buy a map</li> </ul>	<ul style="list-style-type: none"> <li>• Not a circular</li> <li>• Nothing new for any of us</li> <li>• Boring!</li> </ul>

**Option 2: Malham Cove**

For	Against
<ul style="list-style-type: none"> <li>• Interesting scenery</li> <li>• Some climbing but not too much</li> <li>• New for Jason</li> <li>• Within everybody's capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Need to think about transport</li> <li>• Don't have a map of the area, and can't afford to buy one</li> <li>• Keith has done it loads of times</li> </ul>

**Option 3: Helvellyn**

For	Against
<ul style="list-style-type: none"> <li>• Superb scenery</li> <li>• Interesting climb</li> <li>• None of us has done it before</li> </ul>	<ul style="list-style-type: none"> <li>• Long way to travel, so expensive</li> <li>• Weather unpredictable</li> <li>• Don't have a map of the area, and can't afford to buy one</li> <li>• Quite difficult for me</li> </ul>

- We had a discussion about where to go. I suggested the three ideas (new and challenging, old and cheap or in between).
- Keith said he couldn't be sure about his ankle, because if the weather is cold the pin from his accident is painful, and the climbing was difficult. (We need to ask Mr A. N. Assessor (Sports Studies) how difficult he thinks it would be.)
- Keith suggested we could ask Mr A. N. Assessor (Sports Studies) to lend us a map.
- I said that I'm not very fit still after my glandular fever.
- Jason said his Mam might lend us her car if we chose the right day. I asked him to work out how much we should each chip in for the petrol.
- We all agreed that Saltburn would be quite boring.
- We went to see Mr A. N. Assessor (Sports Studies). He said he would lend us a map, but he thought Helvellyn was quite difficult, and that the weather could be still quite severe in April.
- I suggested that we should go to Malham, because of the things we discussed, so long as Keith didn't mind doing it again. He said it was OK, so that's what we agreed.

**PS2.2a Having decided which option to try out, write down your detailed plans for completing it.**

**Before:**

- Find out when we can borrow a car, and that will be the day we go.
- Collect all equipment we need (see Equipment list).
- Check our equipment with Mr A. N. Assessor (Sports Studies).
- Give details to Mr A. N. Assessor (Sports Studies) of when we're starting, and our route.

### You must:

- PS2.1** Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
- PS2.2** Plan and try out at least one way of solving the problem.
- PS2.3** Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.1.1** Provide information to help identify a problem, accurately describing its main features; and
- 2.1.2** identify how you will know the problem has been solved; and
- 2.1.3** come up with different ways of tackling the problem; and
- 2.2.1** confirm with an appropriate person how you will try to solve the problem; and
- 2.2.2** plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3** use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.1** check if the problem has been solved by accurately using the methods you have been given; and
- 2.3.2** describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3** identify ways of improving your problem solving skills.

#### On the day

- Get up 07.30
- Check equipment again
- Make lunch. Pack rucksack
- Ring Mr A. N. Assessor (Sports Studies) to say we're off 08.30
- Get collected by Jason 08.45
- Leave Middlesbrough 09.00
- Arrive car park 10.30
- Walk
- Return to car park 15.00
- Return to Middlesbrough 16.30
- Ring Mr A. N. Assessor (Sports Studies) to say we're back 16.40

**PS2.2b** Follow your plan, making any changes necessary. Make sure to collect the evidence you decided you would need.

**PS2.2c** Indicate any support you used.

Before we went, I showed our equipment list to Mr A. N. Assessor (Sports Studies). He said we'd got mostly everything, but suggested I should make a route card. He showed me how to make one, and how to convert grid readings to magnetic readings.

He also said to take a mobile phone in case we needed help.

He said we should leave details with someone of where and when we were going, and he offered to be that person. He reminded me to ring him when we got back!!

**PS2.3a** Go back to PS2.1b and c. Have you answered all the questions you asked? Have you collected all the evidence of success that you indicated? Has the problem been solved?

The three of us agreed where we would go, and I worked out the route and the times. I made an equipment list for everybody, and packed food. I took some photos. Jason and Keith signed a sheet with the photos on to say that I was there. I've got a copy of the map, and the route card.

I still need to get something written by Mr A. N. Assessor (Sports Studies).

The walk went well. We started at the time I said. But the whole thing took longer than I thought, so we got home late. I had planned to climb up the dry waterfall at the top of the Cove, but when we got there it was too wet, so I suggested we walked round the side. Also I had intended to walk up as far as the tarn, and have our lunch there, but when we got there it was misty and very windy, so I suggested we went on further to find a sheltered spot

**PS2.3b** How could you improve your problem solving skills?

The hike took longer than I'd thought, because Jason spent too long mucking about at the top of the cove, and in the stream at Gordale Scar. So I didn't get home till after 5.30. My Dad was getting a bit worried. I couldn't ring him on the way, because my card had run out.

Signed: *Assessor (Sports Studies)* 28.04.03  
*A. Candidate* 28.04.03

## Level 2

### You must:

PS2.2 Plan and try out at least one way of solving the problem.

### Your evidence must show you can:

2.2.2 Plan what you need to do, identifying the methods and resources you will use.

### *Equipment list for Malham hike*

1	Map	Me
2	Compass	Me
3	Food	Everybody
4	Water	Everybody
5	Money for (or parkland emergencies)	Everybody
6	Boots	Everybody
7	Waterproofs	Everybody
8	Extra warm clothing	Everybody
9	Spare socks	Everybody
10	Woolly hat	Everybody if they want
11	Gloves	Everybody if they want
12	Swiss Army Knife	Me
13	Camera to take photos for evidence	Me
14	Route card with timings	Me
15	Mobile phone for emergencies	Me

### You must:

- PS2.2 Plan and try out at least one way of solving the problem.
- PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.

### Your evidence must show you can:

- 2.2.2 Plan what you need to do, identifying the methods and resources you will use; and
- 2.2.3 use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.2 describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3 identify ways of improving your problem solving skills.

### Route card for Malham hike

Car park	900626	Path from road	902629	38	15
Path from road	902626	Top of cave	896641	326	45
Top of cave	896641	Head of Dean Scar	888652	320	25
Head of Dean Scar	888652	South end of Tarn	893662	37	20
Lunch					30
South end of Tarn	893662	Water Sinks Gate	894658	130	15
Water Sinks Gate	894658	Street Gate	904657	91	30
Street Gate	904657	Top of Gordale Scar	916641	141	45
Top of Gordale Street	916641	Road	914635	172	45
Road	914635	Car park	900626	240	45
					Total time: 4 hrs 15 min

" I always like going to Malham, and we had a lot of fun .  
Maybe A Candidate should have given us a bit more time to  
ramble about on the clints and grikes\* It was windy on  
the top, but we're hard men - two of us are anyway."  
Keith

"Fantastic Malham Cove is like so cool. I wanted  
to climb up it but others wouldn't let me. I  
wish I'd taken more food, but A. Candidate  
let me have a bit of her sandwich. I want  
to go again"  
Jason

**\*Editorial footnote:**

Clints and grikes are the components of a limestone pavement. Clints are the horizontal flat tops, and grikes are the vertical crevices between slabs.

You must:

- PS2.2 Plan and try out at least one way of solving the problem.
- PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.

Your evidence must show you can:

- 2.2.3 Use your plan effectively, getting support and revising your plan when needed to help tackle the problem; and
- 2.3.2 describe clearly the results, including the strengths and weaknesses of how you tackled the problem; and
- 2.3.3 identify ways of improving your problem solving skills.

Additional questions asked by assessor

Did you have to make any changes to your plan?

We had planned to climb up the dry waterfall at the top of the cave, but when we got there it was too wet, so I suggested we walked round the side. Also I had intended to walk up as far as the fern, and have our lunch there, but when we got there it was misty, and very windy, so I suggested we went on further to find a sheltered spot.

Thinking about the walk as a problem solving exercise, rather than an outdoor activities exercise, what have you learnt about the way you approach problems?

I think I've learned a bit more about discussing things with other people, but I still could do more. The extra time we took could have been because I didn't check the timing with the others. Keith could have probably told me that there were some good stones at the top of the cave and I should probably have allowed the others to do their own thing. Also I could have thought it through better, spent longer planning (eg my phone running out).

What would you do differently next time you had to solve a similar problem?

I would take more time to research everything I was going to do, and I would try to make sure that I involved everybody as much as possible.

I think the walking part went quite well, but I'm still a bit bossy, and want everyone to do things my way.

I should probably learn some more about how people solve problems, like using brainstorming.

Signatures: Handwritten Signature Candidate  
AN ASSASSOR (Sports Studies) Assessor

Date: 28.04.03  
 Date: 28.04.03



## Problem solving

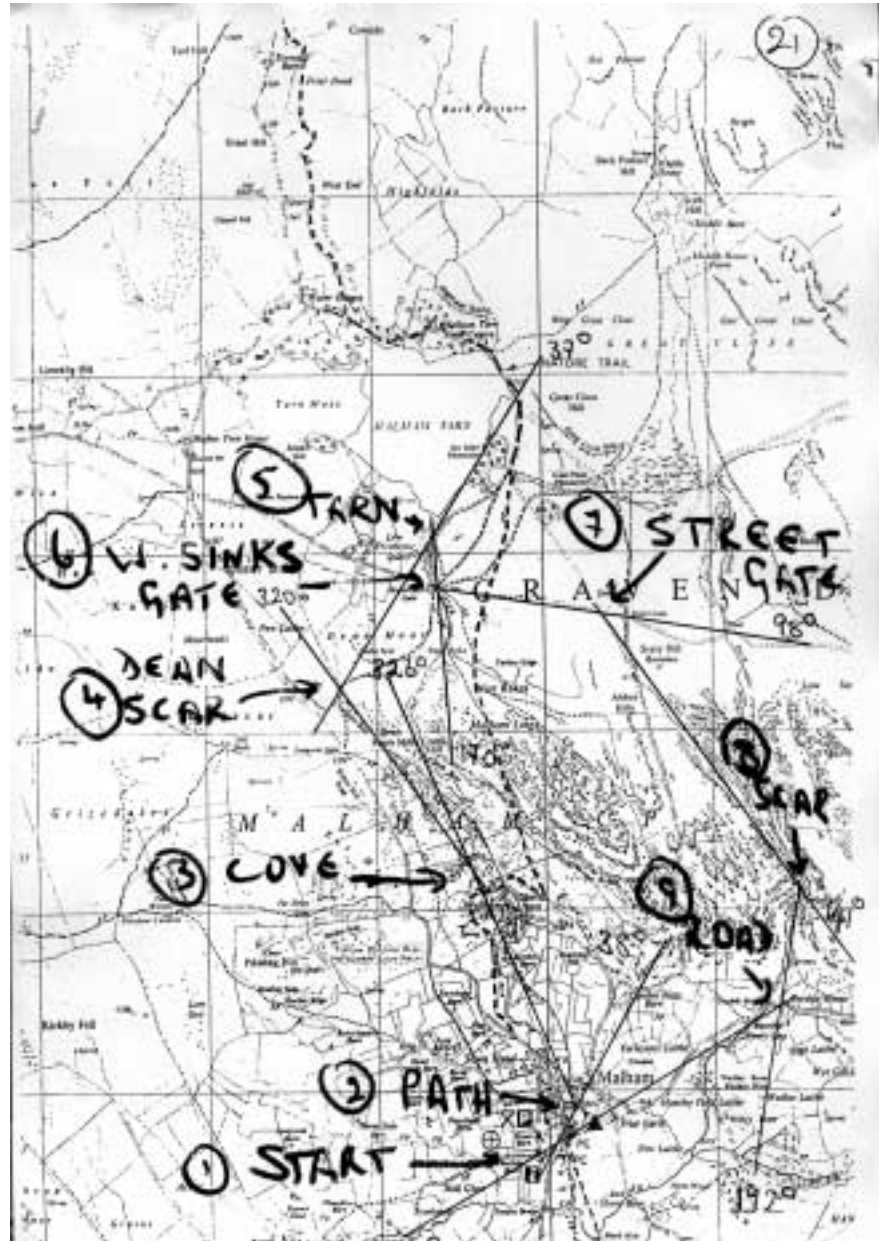
### Level 2

#### You must:

PS2.2 Plan and try out at least one way of solving the problem.

#### Your evidence must show you can:

2.2.2 Plan what you need to do, identifying the methods and resources you will use.







*A. Candidate was there - true*

*Fason  
Keith*



## Curriculum and Standards

<b>Audience</b>	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
<b>Circulation lists</b>	Key skills awarding bodies and the Key Skills Support Programme
<b>Type</b>	Exemplification
<b>Description</b>	Exemplification of the requirements for key skills portfolios
<b>Cross ref</b>	<i>The 2004 key skills qualifications standards and guidance (QCA/04/1294)</i> <i>Example portfolio: problem solving level 1 (QCA/04/1316)</i> <i>Example portfolio: problem solving level 3 (QCA/04/1318)</i>
<b>Contact</b>	The Key Skills Team (020 7509 5611; <a href="mailto:keyskills@qca.org.uk">keyskills@qca.org.uk</a> )

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