

Moderators' Report  
January 2012

Principal Learning  
Public Services Level 2

Internally assessed units

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January 2012

Publications Code DP030814

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## Introduction

This was the second series these moderated units were available. There were entries for six of the seven units; there were no entries for PS207 in this series. Individual unit reports are included later in this document.

Centres are reminded that training is available from Edexcel to support the delivery of this qualification. Details are available at <http://www.edexcel.com/resources/training>. Centres are reminded to ensure learners tick the box allowing their work to be used for training purposes. This will ensure a range of examples of learner work are available for training and supporting centres for the future.

In addition, Tutor Support Materials (TSM) are available for every unit and provide guidance for delivery as well as sample assignments. This can be downloaded at <http://www.edexcel.com/quals/diploma/publicservice/Pages/default.aspx>

As this is only the second series (and the first entry for many centres), as well as this report the individual centre feedback from moderation, which is available from Edexcel Online, should be used to inform future delivery and assessment.

## Assignments

As in Summer 2011 there was evidence from moderation which showed that some of the assignments set had very narrow scenarios which did not allow learners to access the higher mark bands in many of the tasks. Centres are reminded that across all tasks, assignments must address all learning outcomes and assessment criteria, and must give access to the full range of marks. It was also clear from some of the tasks set that for some assessment criteria only part of the criteria was addressed in the tasks set. Centres are also reminded that the Marking Grid included in the Specification must be used for the assessment and internal standardisation of all internally assessed units.

Where centres decide not to use the sample assignments it is important to ensure that:

- each internally assessed unit is assessed through a single coherent assignment which addresses the overall theme of the unit to emphasise how the different learning outcomes all relate to each other (however, the assignment may be broken down into a series of related tasks)
- where tutors set their own assignments, another person, who understands the requirements of the specification, should check that each new assignment is appropriate for the line of learning and the level, and will allow candidates full access to the marking criteria. This review process should be documented and the evidence of the review should be made available to the external moderator if requested
- the evidence produced conforms to the requirements published in the *How you will be Assessed* section of the relevant unit specification.

## **Paperwork and records**

Internal moderation and standardisation is a qualification requirement and was generally well evidenced. Centres should ensure this process is robust and checks the assignments set and assessor decisions against the specification, and ensuring remedial action is completed where any issues are identified.

It is the responsibility of the centre to ensure authentication of learner work. Generally the work presented for moderation had been authenticated by the learners, however there was little evidence of learners acknowledging the sources used (both the internet and other sources) in their work.

Centre must ensure that Learner Observation Records are completed for all Grid B Marks and that these records are sufficiently detailed to support the assessor decision. These Learner Observation Records must be submitted with the rest of the learner work for moderation.

There were examples of the use of Learner Observation Records for Mark Band A work. Where centres use assessor observation for Mark Band A, these must be accompanied by supporting evidence provided by the candidates such as plans, photographs or copies of power point slides. An assessor observation by itself is not sufficient to support achievement of Mark Band A activity.

Centres must ensure all completed tasks are included with the sample for moderation. In some cases the moderators found no evidence had been included in the sample for specific learning outcomes. In addition, all work submitted for moderation should be annotated by the assessor to show where and how marks have been awarded against each learning outcome.

## **Group Work**

Where learners have completed tasks in groups, tasks must be written to allow each group member to fully meet the requirements of the assessment criteria. Each learner must be assessed on their individual contribution to the achievements of the group. Where several individuals contribute to a single piece of work, individual contributions must be clearly shown on the work to enable external moderation to take place. This can be indicated by learners or through the tutor's annotations. There were some really effective examples of the annotation of group work to highlight individual learner contributions seen in January 2012.

## **Tutor assistance and feedback**

There was evidence this series that some centres are still not fully familiar with the management of controlled assessments. Centres are requested to pay particular attention to *Annexe E: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking* for future series. It is the responsibility of the centre to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the requirements specified by Edexcel and conducted in line with the JCQ instructions for controlled assessment.

Assessments for this qualification are to be completed under controlled conditions. This means that learners must be fully and equally briefed at the start of any task or assignment about the requirements of that task, including how they will be marked. They should be given the opportunity to ask any questions in order to clarify the requirements.

Once the assignment is under way, the tutor should respond to questions and requests for advice, but should refrain from intervening unasked. Responses can advise the learner on such matters as further sources of information, and can point out where further work is needed, but must always stop short of actually stating what to write. As this is controlled assessment it is not appropriate to provide interim or summary feedback on individual learner work or on draft assignments and then give learners an opportunity to rework their assignment tasks.

There may be occasions when a learner needs to retake a task or assignment. This is acceptable at the discretion of the tutor, but the assignment should normally be set in a different context so that the learner is not repeating exactly the same tasks which they have had the chance to practise beforehand.

## **Unit PS202**

### **Legislating for Public Services**

**LO1:** For this learning outcome most learners showed some knowledge of how the UK is governed locally and centrally and the work moderated showed improvement in this area compared to the Summer 2011 series.

**LO2:** Generally learners showed some knowledge the legal requirements for public service provision for this learning outcome.

**LO3:** Some learner work showed a limited understanding of the impact of legislation on the delivery of public services and there was a tendency to describe the legislation rather than consider how the legislation can create both positives and limitations for public services.

**LO4 and LO5:** Learners demonstrated some ability to comply with legislative requirements and assess how public services resolve conflicts between public service provision and individual legal rights in this learning outcome.

## **Unit PS203**

### **Provision of Public Services to Communities**

**LO1:** In this series learners appeared to have a much clearer understanding of what was meant by different communities. However, where centre assessors are unsure of what is required to meet this learning outcome then they are directed to the "What you need to Learn" section of the specification (P168), where a number of different community types are described. If learners are not properly briefed on these different community types, there is an impact on the opportunities for success in other learning outcomes.

**LO2:** Learners still seemed to find this learning outcome difficult particularly in relation to the differentiation between the needs of individuals in a community and local communities as part of wider society. Centres might need to consider helping this to become clearer to the learners, for example, by setting the work into the context of their own community, examining firstly the competing needs within that community and then the way in which their community as a whole must compete against the wider needs of society.

**LO3:** Some good work was seen for this learning outcome and several good questionnaires were produced. However, not all learners were encouraged to actually use the questionnaires to carry out primary research or to conduct their own secondary investigations. If the learners are to be able to reach the higher mark bands in LO3.2 then they must have obtained their own information to then evaluate.

**LO4:** Several centres had encouraged their learners to consider some interesting and relevant scenarios for this learning outcome. If the learners are to be able to achieve the higher mark bands in LO4.2 then they must be given scenarios which allow them to propose, and to break down into manageable steps, practical solutions to conflict.

## **Unit PS204**

### **Meeting the Needs of Public Service Customers**

**LO1:** Most learners demonstrated knowledge of the range of customer services provided by the public service used in the assignment. The work moderated showed better links to the public services context than in the previous series.

**LO2:** For this learning outcome most learners work showed a basic understanding of accountability in the public service their assignment focused on.

**LO3:** Many learners demonstrated the use of straightforward cost benefit analysis to assist in reaching their recommendation related to the scenario set by the assignment. The best examples seen for this unit required learners to undertake a review of a range of advantages and disadvantages of a suggested change in public service delivery or provision and use that review to inform work for mark grid B.

## **Unit PS205**

### **Promoting and Influencing Public Services**

**LO1:** Most learners appeared to have achieved a thorough understanding of what was required in this learning outcome. However, in some cases there was either not sufficient differentiation between the ways in which individuals (LO1.1) and communities (LO1.2) can influence public service delivery or the learners had not focussed on public service planning and delivery.

**LO2:** This learning outcome was positively approached by most learners, although descriptions of sources of information and data were often brief. It is important that learners are encouraged to go beyond the basic task in order to achieve the higher mark bands.

**LO3:** This learning outcome was attempted appropriately by most learners.

**LO4:** Some imaginative and interesting learner work was submitted for this learning outcome and some learners attempted to give an evaluation although this they often did not go beyond a basic evaluation.

## **PS206**

### **Managing Public Health and Wellbeing**

**LO1:** Most learners appeared to have a clear understanding of the issues involved in this learning outcome, although where centres assessors are still unsure of what should be covered they are referred to the "What you need to Learn" section of the specification (P228).

**LO2:** This learning outcome was covered competently by most learners. In order for learners to reach the higher mark bands they must be encouraged to add more depth to their examination of the relevant issues.

**LO3:** Most learners appeared clear about the requirements of this learning outcome and presented some appropriate work.

**LO4:** In order to achieve this learning outcome it is imperative that learners are encouraged to contribute, with planning and goal setting, to a health and well being programme.

**LO5:** In this learning outcome some learners found it difficult to give genuine evaluations, sometimes only giving descriptions. For LO5.1 learners are required to evaluate a given health and well being programme, which may or may not be their own created for LO4. LO5.2 is substantially different to LO5.1 and requires the learners to be introspective and offer an evaluation of their own personal learning and experiences to date.

## **PS208**

### **Career Development in the Public Services**

**LO1:** Work submitted by learners for this learning outcome was significantly improved on previous examination series and offered useful, accurate and often detailed descriptions of both entry and progression requirements as well as personal skills and qualities needed.

**LO2:** LO2.1 was attempted most effectively by learners. However, some learners found LO2.2 and LO2.3 more difficult. It is recognised that for a level 2 learner, writing about trade union activities and health and safety in the context of the uniformed services might be challenging. Centres are reminded that this qualification is not limited to uniformed services. Centres should consider encouraging learners to look at the non-uniformed as well as uniformed services for the purposes of this learning outcome as this might allow learners to reach the higher mark bands.

**LO3:** This learning outcome was generally approached very well with some learners submitting some insightful analysis of themselves and others.

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Order Code DP030814 January 2012

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