

# Moderators' Report

Summer 2012

Principal Learning  
Public Services Level 2

Internally assessed units

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## Introduction

This was the third series of moderation of coursework for Level 2 of Principal Learning Public Services and there were entries for all of the seven units.

Overall previous feedback provided to centres had been acted on and the compliance with the qualification requirements during this moderation session was good. In general the standard of learner work submitted was of an appropriate standard for Level 2 Principal Learning Public Services. It was also noticeable that the quality of learner work was generally higher in this series, with some excellent examples of Mark Band 2 work and some of Mark Band 3.

Individual Unit reports are included below and specific reports for your centre are available via Edexcel Online.

For future series 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.

Centres are reminded that Tutor Support Material (TSM) has been written for every Unit and provides detailed guidance for delivery and sample assignments. This can be downloaded at <http://www.edexcel.com/quals/diploma/publicservice/Pages/default.aspx>

Centres are requested to pay particular attention to Annex 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. There is still some evidence that centres are giving learners individual feedback after the internal centre moderation of coursework and that learners are being allowed to resubmit. Centres are reminded that any resubmission of moderated coursework should be new work that has been undertaken under controlled conditions against a new assignment brief, not reworked evidence from previous moderation.

## **Assignments**

Generally assignments were fit for purpose and directed the learners clearly to meet the relevant Unit assessment focus and produce appropriate evidence. Where centres are using work sheets or assignments with very narrow scenarios learners were often not able to produce evidence to hit the higher Mark Bands.

Centres are reminded that tasks and assignments activities must be set which address all learning outcomes and assessment criteria, and must allow learners access to the full range of marks.

## **Internal Moderation**

Centre moderation and internal standardisation if there a multiple assessors in a centre it is a qualification requirement and should be evidenced. Centres should ensure this process is robust and checks both the assignments set and assessor decisions against the specification. Remedial action should be completed where any issues are identified.

Assessors must ensure the work presented is authenticated by the learner and that the learner has acknowledged the sources used (both internet and other sources) in their work.

It was noted at this series that generally centres are complying with these requirements although some examples of unreferenced direct internet sources were still apparent in the work submitted by some centres.

## **Paperwork and records**

Centres 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. However, as Grid B is not externally moderated there is no requirement for additional evidence such as audio and video recordings to be sent to the moderator.

Centres must ensure all completed tasks to evidence Grid A are included with the sample for moderation. In some cases no evidence had been included in the sample for specific Learning Outcomes or Assessment Criteria. All work submitted for moderation should be annotated by the assessor to show where and how marks have been awarded against each Learning Outcomes and also to indicate which Mark Band the work is judged to fall into. This helps the moderator to understand how the centre has awarded its marks.

**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. This can be indicated by learners or through the tutor's annotations.

## **Unit PS202**

### **Legislating for Public Services**

**LO1:** In general, learners showed some knowledge of how the UK is governed locally and centrally.

**LO2:** Learners also showed some knowledge the legal requirements for public service provision in this learning outcome.

**LO3:** However in this learning outcome, learner work showed limited understanding of the impact of legislation on the delivery of public services. There was a tendency to describe legislation rather than consider how the legislation can create both positives and limitations for public services.

**LO4 and 5:** Most learners showed some ability to comply with legislative requirements and assess how public services resolve conflicts between public service provision and individual legal rights.

## **Unit PS203**

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

**LO1:** Learners appear to be gaining clearer understanding of the meaning of community in the context of this unit. Some centre assessors are still unsure however of what is required to meet this learning outcome and are directed to the “What you need to Learn” section of the specification (page 168), where a number of different community types are described. If learners are not properly briefed on these different types their opportunities for success elsewhere in this unit are restricted. Learning Outcome 1.3 is still only being weakly covered by learners who are often not adequately describing the value of diversity.

**LO2:** Although mentioned in previous Principal Moderator’s reports learners still seemed to struggle with this outcome, finding it difficult to differentiate between the needs of individuals in a community and local communities as part of wider society. Centres might consider helping this to become clearer to the learners, for example, by perhaps 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 for limited resources.

**LO3:** Not all centres seem to be encouraging their learners to actually carry out their own primary research or to conduct their own secondary investigations. If the learners are to be able to reach the higher mark bands in learning outcome 3.2 then they must have obtained their own information to evaluate.

**LO4:** Where suitable scenarios were given to learners they appeared to be able to present some very good, imaginative work for this learning outcome.

## **Unit PS204**

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

**LO1:** For this learning outcome learners showed knowledge of the range of customer services provided by the public services used in the assignment.

**LO2:** Learners work for this learning outcome showed understanding of accountability in public service provision.

**LO3:** Learners have demonstrated the use of straightforward cost benefit analysis to assist in reaching their recommendation related to the scenario set by the assignment

## **Unit PS205**

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

**LO1:** Several centres appeared to have achieved a thorough understanding of what was required in this Learning Outcome. Some centres had been generous in their marking and this tended to be as a consequence of candidates not differentiating clearly between the ways in which individuals (learning outcome 1.1) and communities (learning outcome 1.2) can influence public service delivery or because the learners had not focussed on public service planning and delivery.

**LO2:** This learning outcome was positively tackled 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 in order to achieve the higher mark bands.

**LO3:** This outcome was tackled appropriately by most learners.

**LO4:** Some imaginative and interesting learner work was submitted for this outcome. In particular the learners that achieved grades in the higher mark bands presented some imaginative use of communication methods. Some attempts were made at evaluation although again they often did not go beyond basic.

## **PS206**

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

**LO1:** Most centres appeared to have a clear understanding of the issues involved here although where assessors are still unsure of what should be covered they are referred to the “What you need to Learn” section of the specification (page 228).

**LO2:** A number of learners restricted their investigations to services offered by leisure centres. Centre assessors are reminded that learners should be encouraged to examine the range of services provided, perhaps in their local community, so as to include references to public, private and third sector provision. Where this had been made clear to learners they were able to present some detailed evidence against this outcome.

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

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

**LO5:** This outcome appears to present some difficulties for learners in offering genuine evaluations usually giving descriptions. For LO5.1 they are required to evaluate a given health and well being programme, which may or may not be their own created for LO 4. Learning Outcome 5.2 is substantially different to 5.1 and requires the learners to be introspective and offer an evaluation of their own personal learning and experiences to date.

## **PS207**

### **The Role of Public Services in Community Protection**

**LO1:** This outcome was generally tackled well by learners who appeared to enjoy presenting their findings for it and offered some interesting work. Centres are reminded however that all material, including from internet sources must be referenced. Several learners simply download material from the relevant careers websites which was not sufficient to meet this outcome.

**LO2:** Incident grading was covered much more thoroughly this series with some learners going into great detail about the different systems used. Incident management procedures, Gold, Silver and Bronze command structures for example, were less well evidenced. Centres are reminded of the importance of fully tackling all aspects of each learning outcome.

**LO3:** In learning outcome 3.1 it is important that it is the *characteristics* of an effective team *when protecting society* that are described. Some learners this series instead described situations where teams might have or had been used. In learning outcome 3.2 it is management styles *used by the public services when protecting society* that are called for here. There was a tendency for learners to use material relating to standard business situations and not to apply it to the context.

**LO4:** This outcome was tackled seriously by many learners.

## **PS208**

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

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

**LO2:** Learning outcome 2.1 was tackled most effectively by learners however they often appeared to struggle with LO2.2 and LO2.3. Centres in the past appeared to have found delivering the topics of trade unionism and health and safety in a public service context difficult. The work submitted this year was much improved however. Those centres still finding difficulty with these topics are reminded that this qualification is not limited to uniformed services, and it might be more appropriate to look at non-uniformed services in this learning outcome to allow learners access the higher mark bands.

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

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:  
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