

Moderators' Report/  
Principal Moderator Feedback

Summer 2012

Principal Learning  
Society, Health and Development  
Level 1 Controlled Assessment Units

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code DP033065

All the material in this publication is copyright

© Pearson Education Ltd 2012

## **Contents**

Introduction	page 4
Level 1 Unit 1 - Exploring the Sectors	page 6
Level 1 Unit 2 - Exploring Principles and Values	page 7
Level 1 Unit 3 - Working together	page 9
Level 1 Unit 4 - Are We Communicating?	page 11
Level 1 Unit 5 - Is It Safe?	page 13
Level 1 Unit 7 - Meeting Needs	page 14
Level 1 Unit 8 - Growth and Development	page 16
Grade Boundaries	page 18

## **General comments**

This moderation series attracted a small number of entries although work was sent for moderation across all seven internal units for the Level 1 Society Health and Development principal units.

It is pleasing to report that all work moderated this summer shows that centres are actively supporting their learners in accessing the entire range of marks available across the mark bands for the relevant units and that the majority of learners are applying their knowledge to the four sectors as required by the Society, Health and Development Principal Learning units at Level 1. However there was an increase in the number of centres awarding marks generously in this series.

Centres must ensure that the marks awarded to their learners are justified by the evidence submitted. It is also advised that centres undertake internal standardisation of marking in order to ensure that marks awarded are in line with national standards. In the best evidence seen centres are encouraging their learners to gather evidence for the internal units from work experience placements or from current knowledge disseminated through relevant guest speakers. This approach to evidence collection supports the applied ethos of the Society, Health and Development Diploma. Whilst most centres are seen to be acting on the previous advice given regarding not setting assignment briefs against the assessment focus for each of the learning outcomes across the range of units, this practice is resulting in some learners providing evidence that does not meet the relevant learning outcomes for the mark bands for some units.

The majority of centres that submitted work for moderation this series supplied the correct moderation sample. Annotation by centre assessors indicating where evidence could be found against relevant Learning Outcomes supported the moderation process and this is to be encouraged. The best work seen was produced as a result of case studies or scenarios either set by the centres or related to those supplied within the specification. Where centres generated their own assignment brief, internal verification procedures were seen to be useful in ensuring that these were fit for purpose. Centres are asked to ensure that centre lead assignment briefs do offer the opportunity for learners to access marks across all three mark bands shown in the relevant marking grids and do not just confine the learners to marks in mark band 1 or 2.

Centres are encouraged to pay attention to the demands of the relevant command verbs in each of the mark bands such as 'identify' for marks in mark band 1, outline in mark band 2 and describe for mark band 3 and to ensure that learners evidence meets these requirements for the marks awarded.

There were some instances where centres did not supply the correct Candidate Record Sheets as available on the Edexcel website. This hindered the moderation process although centres were quick to respond to requests to supply the relevant paperwork. The administration of paper work was not always consistent across centres, key issues being EDI forms not sent with the samples, marks totalled incorrectly, inaccuracies between marks on the

EDI and the mark record sheet and lack of either learners or assessors signatures. Centres are advised to ensure that the sample of learner work supplied for moderation is sent with all necessary paperwork and that marks on the candidate record sheets are added up correctly and entered accurately on the Edexcel system.

There were some instances where centres had carried out internal standardisation and as a result of this process it was recommended that marks should be changed. However, learner marks were entered that did not reflect these changes although the changes were supported during moderation.

Most centres are now authenticating and entering the grid B mark accurately. However, in a small number of centres the grid B mark awarded was not obvious or were given as a summative mark for the entire learning outcome. This delayed the moderation process. Where Learning Outcomes have marks available on two Marking Grids – A and B - it is important that centres enter these marks separately on the relevant sections of the candidate record sheet. However, these marks should be entered as part of the total marks for the unit for all learners on the Edexcel gateway.

In some of the work sampled this series, there was no authentication signature from the learner. Centres are advised to ensure the mark record form has been signed by both the learner and the assessor.

Generally learner work was well presented. Annotation, by centre assessors of learner evidence to learning outcomes and relevant mark bands was very helpful during the moderation process. Where learner evidence is supplied in poster format, it is helpful if photographic evidence of large posters is supplied in place of the actual poster evidence. It is essential that photographic evidence clearly shows relevant text and images.

This series showed an increase in the centres use of observation/witness statements, particularly with respect to Grid B marks. This is seen as good practice and is to be encouraged. However, centres need to ensure that assessor comments and statements are fully mapped to the evidence requirements for the marks awarded.

## **Level 1 Unit 1: Exploring the Sectors**

### **General comments**

Learners are required to explore each of the four sectors for this unit. This gives them a basic knowledge of the structure, purpose and practical workings of the children and young people's, social care, community justice and health sectors. The external moderation process was judged to be straightforward. Although only a limited number of centres submitted work for moderation this series the work was submitted on time. Centres forwarded an accurate number of sample portfolios, ten portfolios including the highest and lowest mark.

Generally learners were able to show an understanding of the purpose and structure of the four sectors and the range of services delivered in them.

### **Learning Outcome 1**

The learner is required to plan, carry out and review their own investigation into the four sectors. They must provide details of the stages of their investigation and show methods used to gain the information about the sectors. In the work seen for this moderation series learner's evidence could be improved by more explicit detail of the actual investigative process.

A range of sources had been used for the investigation. The inclusion of a bibliography here would increase the learners understanding of the investigative process. Learners were asked to include the questions that they used for their investigation. In the work seen there was evidence that this was fairly well addressed.

### **Learning Outcome 2**

This learning outcome requires learners to detail the overall structure and purpose of each of the four sectors. In the small sample of work seen during this moderation series the majority of learners had provided a flow chart or diagram of the structure of each of the sectors. Often, the purpose of the sectors was not well evidenced.

### **Learning Outcome 3**

Learners are asked to show how sectors work together to provide two different services. The evidence seen here did, in the main, show the services that are delivered by the sectors but did not always focus on sectors working together to provide two different services.

### **Learning Outcome 4**

Once again this learning outcome appeared to be the most difficult as centres did not guide the learners sufficiently. Learners are required to show how the four organisations work together in a local or regional community to deliver a service and/or improve the community. Some evidence seen was related to sectors but not to organisations within the sectors.

## **Level 1 Unit 2: Exploring Principles and Values**

### **General comments**

Unit 2 allows learners to develop an awareness of the principles and values that underpin the following sectors: children and young people, social care, community justice and health sectors.

Although a small number of centres submitted work for moderation in this series the external moderation process was judged to be straightforward. Samples were forwarded on time and an accurate number of sample portfolios were submitted by all centres – ten portfolios including the highest and lowest mark.

The best work for this unit was seen when learners had spent some time in a vocational placement. There is a need for reflection in the unit, this is very difficult to achieve without some vocational experience.

In the work seen for this series learners were able to show understanding of principles and values that underpin the four sectors.

### **Learning Outcome 1**

Learners are required to plan and carry out research into the terms rights, responsibilities, diversity and equality. They must define these terms and the importance of each when working with individuals, groups and communities. At least three examples are required.

In the work moderated there was limited evidence of planning. The terms had been defined by most learners but the importance of each when working with individuals, groups and communities was only briefly addressed in most cases. In most of the work moderated, learners had only selected individuals, group or communities rather than all three. The requirement is that all three are addressed.

### **Learning Outcome 2**

For this learning outcome learners are required to show what is meant by confidentiality. Why confidentiality is important and the possible consequences of a breach of confidentiality also need to be addressed.

In the work moderated the term confidentiality was defined and examples given. Once again learners had not always included two examples of the potential outcome of a breach of confidentiality.

### **Learning Outcome 3**

Learners found coverage of this learning outcome to be challenging. Learners could relate this work to the sectors that they have had experience in – through work placement or guest speakers.

**Learning Outcome 4**

For this learning outcome learners are required to carry out an exploration of values and principles. They need to show how different values are promoted in one setting in each sector, using examples.

In this series of moderation learners were successful in showing their understanding of values and how they are promoted in all four of the sectors.

**Learning Outcome 5**

This was a difficult learning outcome to achieve. Learners need to be able to reflect on their own principles and values in relation to the work of the sectors.

In the small sample of work seen during this series learners attempted to identify how their own values and principles would relate to those of the sectors. Most learners found this very difficult.

Vocational work placements, where learners are encouraged to keep a reflective log, will assist them in successful completion of this learning outcome.

## **Level 1 Unit 3: Working Together**

### **General comments**

Learners are required to explore partnership working in their local area. This gives them a basic knowledge of partnership working, how individuals receiving services are involved in decision-making and the learners then have the opportunity to work as a team to participate in an event.

Although only a limited number of centres submitted work for moderation this series, the work was submitted on time. Centres forwarded an accurate number of sample portfolios, ten portfolios including the highest and lowest mark.

Generally learners were able to show an understanding of partnership working and most centres completed an event. The work moderated was well presented by all centres.

### **Learning Outcome 1**

Learners are required to plan and carry out an investigation into partnership working in their local area. They must then identify, outline or describe the role of two partnerships and the working arrangements within them.

The majority of learners did show evidence of planning and carrying out an investigation. Numerous learners were able to identify the role of two partnerships and the working arrangements within them. One centre approached this learning outcome by focussing on two organisations in detail, and looking at partnerships that work within them.

### **Learning Outcome 2**

Learners are required to identify, outline or describe what partnership working means.

This learning outcome was completed very well across the centres. The majority of learners were able to identify what is meant by partnership working. This term was used in context by the learners demonstrating their understanding.

### **Learning Outcome 3**

Learners are required to identify, outline or describe two examples of ways in which individuals using services are involved in decision making.

The majority of learners were able to identify ways in which individuals are involved in decision-making. However, some evidence did not link this information to individuals receiving services.

### **Learning Outcome 4**

Learners are required to list the members of a team and identify, outline or describe their roles in a team event and the purpose of team working in organising the event.

Learners were able to show the purpose of the team event and the roles each played in their team and the roles of other team members involved.

**Learning Outcome 5**

Learners are required to produce a record of a team event that identifies, outlines or describes how the event was planned and how they worked with other members of the team towards common goals, discussing issues of concern and seeking resolution where needed.

The learners presented evidence that they had planned an event. However, there was limited evidence of the learners working collaboratively to solve problems, discussing issues of concern and seeking resolutions where needed.

**Learning Outcome 5b**

Learners are required to make a clear, clear and effective or clear effective and confident contribution to the group event.

All centres submitted a good tutor assessment feedback sheet stating clearly the mark that had been awarded.

## **Level 1 Unit 4: Are We Communicating?**

### **General comments**

Across all learner work seen for this unit in this series there was evidence of understanding of communication skills and their importance across the four sectors. In the stronger work moderated, learners were able to at least outline methods of communication and demonstrate their own skills, allowing marks in Mark Band 2 to be awarded. However, a significant number of learner's portfolios were awarded marks rather leniently by centres in this series.

### **Learning Outcome 1**

Most learners were able to show evidence of understanding methods of communication appropriate to both one to one and group interactions. Generally this area was well evidenced and awarded in Mark Band 2. However, the choice of communication methods given tended to be rather limited. There was less coverage of examples that covered a range of individuals and this area of learner evidence could be improved by supporting learners to use examples of communication skills that are relevant to a range of individuals of different ages and/or needs across the four sectors. In particular, the use of examples of communication skills used in the justice sector was lacking in most of the evidence moderated.

### **Learning Outcome 2**

Most learners were able to supply evidence for different methods of communication. However, types of communication for people with different needs were often limited to just Sign Language in the main. Very limited evidence was seen for why it is important to use different methods of communication with a range of individuals, or in different situations. Most work seen for this Learning Outcome was awarded in Mark Band 1 or 2. Very little evidence was seen that was explanatory for Mark Band 3.

### **Learning Outcome 3**

Most learners were able to demonstrate their skills used in either a one to one or group interaction. The best work seen here was submitted as a result of role plays that were relevant to situations that frequently occur in job roles relevant to the four sectors. In some work seen the coverage of barriers was generic and would be improved by relating to the interaction(s) carried out by the learners. Some centres made good use of witness statements completed by the centre assessor to support the awarding of marks in grid B for this Learning Outcome – this is seen as good practice. However some centres did not award any marks for grid B although there was evidence of interactions having taken place.

Most learners' evidence sampled did not address how they dealt positively with feedback regarding their interaction.

### **Learning Outcome 4**

The majority of learners included evidence for at least one record that is kept across all four sectors. Boundaries for sharing information within and across the four sectors were less well addressed.

### **Learning Outcome 5**

Generally learners were able to complete three records accurately and legibly to access marks across the Mark Bands. Where learners were only awarded marks in mark band 1 for this learning outcome it was often due to the actual choice of record. Where records only require tick boxes to be completed it is difficult for learners to demonstrate that they have completed forms with some appropriate detail.

## **Level 1 Unit 5: Is It Safe?**

### **General comments**

This unit begins with infectious diseases and then explores safeguarding. Legislation and policies are then discussed and the unit finishes with risk assessment. There were limited entries for this moderation series.

### **Learning Outcome 1**

Most of the work seen gave evidence of examples of bacterial, viral and fungal infections. Learners were able to apply bacterial and viral infections to a chosen setting but fungal infections were often excluded in the work seen. Evidence for standard precautions to prevent the spread of these infections was limited in the majority of portfolios seen.

### **Learning Outcome 2**

Learners were able to show safeguarding procedures in a setting. Very few learners were encouraged to explore this from different perspectives.

### **Learning Outcome 3**

This was brief in most cases. Often, Level 1 learners' find evidence connected with legislation rather difficult. In the majority of work seen, learners provided a brief identification of key legislation. However, showing how the legislation promotes health, safety and security was limited.

### **Learning Outcome 4**

Most learners were able to identify three organisational policies. Reasons for having policies and how they protect individuals were brief.

### **Learning Outcome 5**

This learning outcome was generally the most straightforward section of the work seen. Learners are required to plan and carry out a basic health and safety risk assessment for a specified setting. Witness statements were seen from some centres and this is seen as good practice. The majority of learners provided evidence of a very basic risk assessment. In the centres where learners had been encouraged to perform a risk assessment the work was often comprehensive. Suggestions for how to promote health and safety were limited.

## **Level 1 Unit 7: Meeting Needs**

### **General comments**

Learners are required to develop an understanding of the needs of individuals and how these are addressed by the children and young peoples, social care, community justice and health sectors and settings.

The external moderation process was judged to be straightforward. Although only a limited number of centres submitted work for moderation this series the work was submitted on time. Centres forwarded an accurate number of sample portfolios, ten portfolios including the highest and lowest mark.

Generally learners were able to show an understanding of individual needs and how they could be addressed across the sectors. The work was well presented from all centres.

### **Learning Outcome 1**

Learners are required to identify, outline or describe the stages of the lifespan and the needs and preferences that individuals may have at each stage in relation to their health and wellbeing.

This learning outcome was covered well from most centres and the work was well presented. All life stages were covered although some centres lacked sufficient coverage of needs and preferences across all areas of health and well being particularly spiritual needs. Needs were covered well although preferences were limited from some centres and more description is needed overall. The learners who presented the information in the format of a table tended to meet the mark band requirements.

### **Learning Outcome 2**

Learners are required to identify, outline or describe the circumstances, needs and preferences of two individuals and how these can be addressed.

Scenarios and case studies were often used and sometimes to good effect but did not always go on to say how needs and preferences could be addressed well.

### **Learning Outcome 3**

Learners are required to identify, outline or describe the roles of at least three professionals across the sectors in assessing, reviewing and supporting the needs of the two individuals.

Good evidence was provided linked to professionals in the sectors – some learners did not include all four sectors. Evidence in terms of assessing, reviewing and supporting the needs of individuals was well done by some learners, whereas in other cases it was quite limited.

**Learning Outcome 4**

Learners are required to identify, outline or describe what the individuals can do to address their own needs and how family, friends and carers can help to support the two individuals in addressing these needs.

This learning outcome was evidenced reasonably well but not usually self, family/friends and carers included for each individual. The learners that presented this evidence in the format of a table addressed the individual's own needs, and how family, friends and carers can help support the identified individuals. Using this format however, there was limited evidence of description.

**Learning Outcome 5**

Learners are required to identify, outline or describe their own investigation and the methods used to collect and collate information, reflecting on their use to inform future progress

This evidence highlighted the methods used to collect and collate information. Most of the learners used an interview and questionnaire. There was good evidence in terms of reflecting on their use to inform future progress. This evidence highlighted the learners understanding about collecting and collating information in relation to the needs of an individual.

## **Level 1 Unit 8: Growth and Development**

### **Learning Outcome 1**

A significant amount of evidence is required for Learning Outcome 1. In most work seen this outcome was evidenced well by the learners. Learners are required to identify, outline or describe the key physical developments and changes across all stages of the lifespan. Some learners submitted a table to demonstrate this evidence. This format tended to prevent the learners from gaining marks in Mark Band 3. Some learners did not cover all the life stages required as stated in the specification. Other learners submitted evidence relevant to other areas of development such as emotional and social development. This is not required for this learning outcome.

### **Learning Outcome 2**

Learners are required to at least identify three health and three social issues relating to age and ageing. Most evidence seen was brief and some learners did not cover the required range of issues. Most centres need to support the learners in completing this learning outcome in greater detail. Some learners submitted evidence that covered both health and social issues for every stage of the lifespan. The learning outcome only requires 3 health and 3 social issues. Other work showed a reliance on issues that occur in the older life stages only.

### **Learning Outcome 3**

Learners need to plan and carry out an assessment of an individual's stage of development, identifying the methods used and supporting conclusions with evidence. In most work moderated there was little evidence of planning or using evidence to support conclusions drawn. The most successful evidence tended to be from centres that had clearly supported their learners in carrying out an assessment of a young child's development against the accepted normal milestones. Where older adults such as teachers were assessed it was often difficult to map development against the norms.

### **Learning Outcome 4**

Most learners were able to include evidence of life events and their potential impact on individuals and families. However, the impact of life events on families was not well evidenced in this series.

Some learners merely downloaded evidence from the internet and this was not directly relevant to the evidence required. Also, there is a tendency for learners to provide evidence here that is based on the lives of celebrities. Whilst learners enjoy researching this area, investigating celebrities does not always allow the actual impact of life events on individuals or families to be assessed.

**Learning Outcome 5**

This was evidenced reasonably well. Most learners were able to identify at least three types of play, although how these types of play help promote physical, social and emotional development was rather brief in some cases.

**Learning Outcome 6**

Evidence should cover an exploration of possibilities and at least an identification of three ideas for developmental activities. Work should include brief plans for three of these activities. Evidence here was generally brief and would benefit from further development. Whilst learners were usually able to outline 3 ideas for developmental activities, exploration of a range of activities before deciding on the 3 was often absent from the learners work. Also, explicit evidence of planning was rarely seen. Some centres are including evidence for both learning outcome 5 and 6 together. Whilst this can be successful, it is important that centre assessors ensure that the evidence requirements for both learning outcomes are included in the summative evidence.

## **Grade Boundaries**

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481  
Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Order Code DP033065 Summer 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

