

Moderators' Report/
Principal Moderator Feedback

Summer 2013

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

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Contents

Introduction	page 5
Level 1 Unit 1 Exploring the Sectors	page 7
Level 1 Unit 2 Exploring Principles and Values	page 9
Level 1 Unit 3 Working together	page 11
Level 1 Unit 4 Are We Communicating?	page 13
Level 1 Unit 5 Is It Safe?	page 15
Level 1 Unit 7 Meeting Needs	page 16
Level 1 Unit 8 Growth and Development	page 18

Introduction

This moderation series attracted a small number of entries although work was sent for moderation across all 7 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 students in accessing the entire range of marks available across the mark bands for the relevant units and that the majority of students are applying their knowledge to the four sectors as required by the Society, Health and Development Principal Learning units at Level 1.

It is also pleasing to report that, generally, centres are encouraging their students 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.

Centres are also seen to be acting on the previous advice given regarding the assessment focus for each of the learning outcomes across the range of internally assessed units, as most centres are now ensuring that their assignment briefs reflect the requirements of the actual marking grids for each learning outcome rather than just the assessment focus. Where centres are using the assessment focus as the basis of their assignment briefs this often results in the students evidence not demonstrating coverage of all the requirements of the mark bands.

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 devised assignment briefs do offer the opportunity for students to access marks across all 3 mark bands shown in the relevant marking grids and do not just confine the students 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 students evidence meets these requirements for the marks awarded.

The administration of paper work was not always consistent across centres, key issues being EDI forms not sent with the samples, marks totaled incorrectly, inaccuracies between marks on the EDI and the mark record sheet. Centres are advised to ensure that the sample of student 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.

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 students on the Edexcel gateway.

Generally student work was well presented. Annotation, by centre assessors, of student evidence to learning outcomes and relevant mark bands was very helpful during the moderation process.

This series showed 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

Students 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.

Once again, 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 grade.

Generally students 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

Here, the student 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. Once again, in the work seen for this moderation series student's evidence could be improved by more explicit detail of the actual investigative process.

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

Learning Outcome 2

This learning outcome requires students 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 students 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

Students 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 students sufficiently. Students 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 students 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 grade.

The best work for this unit was seen when students 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 students were able to show understanding of principles and values that underpin the four sectors.

Learning Outcome 1

Students 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 sampled there was limited evidence of planning. The terms had been defined by most students 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, students 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 students 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 seen the term confidentiality was defined and examples given. Once again students had not always included two examples of the potential outcome of a breach of confidentiality.

Learning Outcome 3

Here again students found coverage of this learning outcome to be challenging. Students could relate this work to the sectors that they have had experience in – through work placement or guest speakers. This may enable them to apply their knowledge more readily.

Learning Outcome 4

For this learning outcome students 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 students were successful in showing their understanding of values and how they are promoted in all four of the sectors.

Learning Outcome 5

Again this was a difficult learning outcome to achieve. Students 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 students attempted to identify how their own values and principles would relate to those of the sectors. Most students found this very difficult.

Vocational work placements, where students 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

It was pleasing to note that the majority of centres forwarded samples on time. Centres forwarded an accurate number of sample portfolios, ten portfolios including the highest and lowest grade.

The administration of paper work was consistent across centres, EDI forms were sent with sample, and marks were totalled correctly, All of the centres included authentication forms with the sample.

Students submitted a variety of evidence, there were interesting and creative ideas for events. There was good demonstration of knowledge and understanding of partnership working. In some cases, the evidence was supported by written work, which allowed students scope to access higher mark bands.

Annotation of the evidence submitted by students was better in this series, however assessors should be encouraged to annotate the mark bands as well as the learning objective against the evidence submitted.

Learning Outcome 1

Evidence of planning and investigation aspects were deemed to be limited this series. Centres are advised to include evidence of planning and investigation to access higher marks this could be in the format of a table indicating dates, tasks, resources, and the monitoring the achievement of the tasks. Students demonstrated good understanding of partnerships and their role. However, evidence of how partnerships worked together was limited.

Learning Outcome 2

In the majority of the work seen this series, student's demonstrated knowledge and understanding of the meaning of partnership working, this was often supported with examples.

Learning Outcome 3

The majority of the evidence for this learning objective was limited. Understanding of ways in which individuals receiving services are involved in decision making was generic or limited, in particular where centres were using case studies. However, where students focused their investigations on family members the evidence was seen to be better because students were able to obtain more detailed research and therefore generate the depth of evidence required.

Learning Outcome 4

It was pleasing to see a variety of events. Overall, this learning objective was well evidenced. Students understood the role of individuals within the team. Students understood the role of individuals within the team, the purpose of the team and roles were identified.

Learning Outcome 5

Students took part in interesting and creative team events however, planning and solving problem aspects were limited in some of the work seen this series. Centres are advised to evidence this aspect in a simple table with dates, tasks, and resources, monitoring the achievement of tasks, what problems were encountered and how they were solved.

Level 1 Unit 4 Are We Communicating?

General Comments

Students are required to provide evidence for 5 learning outcomes for the assessment of this unit.

Across the centres moderated, the students were provided with appropriate opportunities to provide evidence relevant to the requirements for the learning outcomes for this unit.

Generally, students were encouraged and given the opportunity to gain their evidence through employer engagement by work experience or by information supplied through relevant visiting speakers. This supports the applied ethos of the SHD diploma and generated valid and relevant evidence for moderation.

It is pleasing to report that this series showed a significant improvement in student evidence that was directly mapped to the learning outcomes and mark band requirements. This is mainly due to centres compiling assignment briefs that relate to the mark band requirements instead of the assessment focus which merely sets the scene for the learning outcome and does not explicitly give mark band requirements.

Assessors are, generally, seen to be assessing student work more accurately in this series. Annotation by centre assessors regarding where student evidence can be seen is very helpful to the moderation process. It would also be helpful if assessors could annotate the relevant mark band awarded. However, some examples were seen where centre assessors had awarded marks in mark band 3, although the evidence should show some description but only outline evidence was seen. Centres are advised to ensure that student's evidence is awarded marks commensurate with the requirements of the active command verbs in the relevant mark bands of the marking grid.

Learning Outcome 1

Most students were able to show evidence of understanding methods of communication appropriate to both 1:1 and group interactions. Generally this area was well evidenced and awarded in mark band 2. There was less coverage of examples that covered a range of individuals and some student's work did not explicitly demonstrate knowledge of 2 differences between formal and informal situations as required by the marking grid.

Learning Outcome 2

Most students were able to supply evidence for different methods of communication, Braille and sign language being the most frequent examples used. Whilst this evidence was accurate the method of presentation often prevented a full description being given as required for marks in mark band 3. This learning outcome requires students to identify, outline, or describe two different methods of communication and then go on

to outline, describe or explain (for mark band 3), why it is important to use different methods of communication. Very few students demonstrated ability to explain for mark band 3. Some descriptive evidence was seen from most centres. The importance of using different methods of communication was often only briefly covered.

Learning Outcome 3

Most students were able to demonstrate their skills used in either a 1:1 or group interaction. In some work seen the coverage of barriers was generic and would be improved by relating to the interaction carried out by the student. Some centres made good use of witness statements –this is seen as good practice.

Learning Outcome 3 consists of both grid A and grid B marks. Grid A marks are awarded for student's evidence of their knowledge of skills used in their interaction. Grid B marks are awarded for their actual ability to use these skills. It is pleasing to report that this series has seen an improvement in centres understanding of how and why these marks are awarded. The majority of centres supplied relevant observation records to support their awarding of grid B marks. However, some centres are awarding marks for Grid B without any supporting evidence. These centres are advised to ensure that a witness statement or observation record is included with the student evidence and comments on it are mapped to the requirements for Grid B as shown on the specification.

Centre assessors or other, qualified observers, should sign and date the witness statements.

Learning Outcome 4

The majority of students included evidence for at least 1 record that is kept across all 4 sectors. Boundaries for sharing information was less well addressed.

Learning Outcome 5

Generally, students were able to complete 3 records accurately. However, the choice of records to be completed by the students had a direct effect on the student's ability to access marks in the higher mark band. Where centres supplied records that simply required students to tick boxes, their ability to demonstrate that they could complete forms accurately and with full detail was limited.

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 samples of work for this moderation series.

Learning Outcome 1

Most of the work seen gave evidence of examples of bacterial, viral and fungal infections. Students 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

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

Learning Outcome 3

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

Learning Outcome 4

Most students 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. Students 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 students provided evidence of a very basic risk assessment. In the centres where students 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

In the main, the majority of centres forwarded samples on time. Centres forwarded an accurate number of sample portfolios, ten portfolios including the highest and lowest grade.

Administration of paper work was consistent across centres, EDI forms were sent with sample, marks were totalled correctly.

It was particularly pleasing to see that there was a variety of evidence presented for this unit, (posters, written evidence role play etc). In some cases the evidence was supported by written work, which allowed students scope to access higher mark bands.

Annotation of evidence was better this series, however both learning objectives and mark bands need to be annotated against the achievement of evidence.

Learning Outcome 1

It was pleasing to see a variety of creative evidence submitted for this learning objective. Evidence submitted clearly identified/described the life stages of the lifespan, however, there was limited evidence of preferences that individuals may have at each stage in relation to their health and wellbeing. Centres are advised to encourage students to focus the evidence on wellbeing as well as health. In some of the work seen this series evidence was focused only on health.

Learning Outcome 2

Students are required to identify/describe/outline the circumstances, needs and preferences of two individuals and how these can be addressed. Evidence submitted this series was much better as a result of students using their own personal case study (Family or friends) to base the evidence on. Students often accessed higher marks this series due to accessible research.

Learning Outcome 3

Students often identified/described/outlined the roles of at least three professionals for learning objective 3, however, these need to be across the sectors. Where centres had used case studies students found it difficult to outline the roles of three professionals across the sectors in assessing reviewing and supporting the needs of the two individuals. Often the case studies often did not allow the students enough scope to access higher mark bands. Where students researched their own individuals better evidence was generated.

Learning Outcome 4

Students evidenced this learning objective well. There was clear focus on how each of the two individuals can address their own needs and how family, friends and carer(s) can help to support each of the two individuals in addressing these needs. Students achieved higher mark bands where they used their own investigations.

Learning Outcome 5

Overall, students identified methods of research to collect and collate information. Students had considered interviewing family and friends used as case studies to generate evidence. This provided the opportunity for students to access marks in higher mark bands. Students also included evidence of reflecting on the research methods used to inform future progress

Level 1 Unit 8 Growth and Development

General Comments

A small number of centres submitted student work for this moderation series. Most centres sent the required sample, those that did not were very prompt in their response to request for additional work. There continues to be some mathematical errors on the Candidate Record Sheet.

Students are required to provide evidence for 6 learning outcomes for the assessment of this unit.

Across all centres moderated, the students were provided with appropriate opportunities to provide evidence relevant to the requirements for the learning outcomes for this unit. In the majority of centres moderated, students were encouraged and given the opportunity, to gain their evidence through employer engagement by work experience or by information supplied through relevant visiting speakers. This supports the applied ethos of the SHD diploma.

This unit is very broad, requiring knowledge of stages of growth and development across the life stages, the assessment of development, health and social care issues relating to age, the importance of play and creative and therapeutic activities. Often student evidence is seen that is well developed in some of these areas but others lack detailed evidence.

It was particularly pleasing to see that there was a variety of evidence presented for this unit, (posters, written evidence, leaflets and observation records). Annotation of evidence was better this series, however both learning objectives and mark bands need to be annotated against the achievement of evidence. There was some evidence seen this series where only the learning objective was annotated.

Learning Outcome 1

Students need to show at least an identification of key physical developments across the stages of the lifespan. This evidence is often presented in poster format.

The best evidence seen was based on a time line of development across the lifespan. Some centres presented evidence for development across all the PIES whereas the learning outcome requires just key physical development to be identified, outlined or described. In some work sampled one of the required life stages was not evidenced.

Learning Outcome 2

Students need to, at least, list 3 health and 3 social issues related to age and ageing. Some centres gave evidence of 3 issues in total as opposed to the requirement for 3 health and 3 social issues. Where this was the case the evidence was often rather confusing.

Learning Outcome 3

The student is required to plan and carry out an assessment of an individual's stage of development identifying, outlining or describing the methods used and supporting conclusions with evidence.

It is pleasing to report that most students submitted evidence that was based on the actual assessment of an individual that had been carried out in place of secondary data.

However, choice of the individual that the observation is to be carried out on does influence the ability of the student to access the higher mark bands. Students need to be encouraged to choose an individual that they can easily gain access to and also one whose actual life stage can be determined.

Learning Outcome 4

The student evidence needs to at least identify what is meant by life events and the impact that 3 examples of life events may have on an individual and their family.

Students were prohibited from gaining marks in the higher mark bands where evidence was based on the lives of celebrities, as it was not easy to find information about the potential impact of life events on their families. In these cases, information was usually restricted to that found in the tabloid press.

Learning Outcome 5

The student evidence needs to, at least, identify 3 types of play and how each of these could help promote physical, social and emotional development.

Evidence was generally well developed for this Learning Outcome although some students could provide evidence for the promotion of physical, emotional and social development in greater detail.

Learning Outcome 6

Evidence needs to explore possibilities and at least identify 3 ideas for development activities and develop brief plans for 2 of these. Students often found it difficult to explore possibilities for activities here. Also, often only 2 ideas were identified or outlined and plans were not evidenced.

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