

Examiners' Report

January 2010

Principal Learning

Society, Health and Development Level 1 Controlled Assessments

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our Diploma Line on 0844 576 0028, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our [Ask The Expert](#) email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

January 2010

Publications Code DP023002

All the material in this publication is copyright

© Edexcel Ltd 2010

Contents

1.	Level 1 Introduction	4
2.	Level 1 Unit 1 Report	6
3.	Level 1 Unit 2 Report	7
4.	Level 1 Unit 3 Report	9
5.	Level 1 Unit 4 Report	11
6.	Level 1 Unit 5 Report	12
7.	Level 1 Unit 7 Report	13
8.	Level 1 Unit 8 Report	15
9.	Statistics	16

Principal Learning Society, Health and Development

Level 1 Introduction

This is the second moderation series where all the available units for the Level 1 Principal Learning in Society, Health and Development, whether internally or externally assessed, have been offered for moderation and awarded.

Although there were only a small number of centres that submitted work for this series, it is pleasing to report that all work moderated this January shows that centres are actively supporting their learners in accessing the grading criteria 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 at Level 1.

The majority of centres that submitted work for moderation this series supplied the correct moderation sample. Annotation by center assessors indicating where evidence could be found against relevant Learning Outcomes supported the moderation process. However, some centers did not include the EDI/Edexcel Online printout of learner marks with their sample.

It is also pleasing to report that the majority of learners were seen to be able to generate evidence that demonstrated application to work related scenarios and, therefore, fulfilled the requirements for applied learning. The best work seen was produced as a result of case studies or scenarios either set by the centers or related to those supplied within the specification. Where centers generated their own assignment brief, internal verification procedures were seen to be useful in ensuring that these were fit for purpose.

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 centers were quick to respond to requests to supply the relevant paperwork.

The administration of paper work was not consistent across centers, key issues being EDI forms not sent with the samples; marks totaled incorrectly; inaccuracies between marks on the EDI and the mark record sheet. The majority of centres enclosed internal moderation documentation. The internal moderation marks were often entered on the Candidate Record Sheet. Centres are advised to leave this column blank for external moderation purposes. In some instances, where internal moderation had been carried out and resulted in a change of learner marks, the original learner mark was entered on line instead of the changed mark.

Often, centres did not use Marking Grid B and this added confusion to the overall mark and delayed the moderation process. Where Learning Outcomes have marks available on two Marking Grids - A and B - it is important that centres include both marks on the learner work and report the grid A and grid B mark on line separately. 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.

Some centres directed their learners to provide evidence relevant to the assessment focus section of the Marking Grids. Centres are asked to note that this gives a trigger for the area of the specification being covered but does not, generally, allow

evidence to be directly generated that is relevant to the actual Marking Grid and Mark Bands. Learners need to be supported in providing evidence that directly matches the Learning Outcomes across the Mark Bands for each unit.

We draw the centres attention is drawn to the following comments made by the principal moderators / examiners for the level 1 units.

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 sector, the social care sector, the community justice sector and the health sector.

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 within the extension provided due to the extreme weather conditions. Centres forwarded an accurate number of sample portfolios, ten portfolios including the highest and lowest grade.

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

Here, 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. Once again, 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

Generally, this learning outcome was 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 only a very 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 within the extension due to extreme weather conditions. 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 learners had spent some time in a vocational placement or had gained knowledge from a variety of practitioners. There is need for reflection in the unit, this is very difficult to achieve without some applied learning.

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 sampled there was some 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 seen the term confidentiality was defined and examples given.

Learning Outcome 3

Once again 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. This may enable them to apply their knowledge more readily.

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 more successful in showing their understanding of values and how they are promoted in all four of the sectors.

Learning Outcome 5

Once again 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 difficult.

Vocational work placements, where learners are encouraged to keep a reflective log, will assist them in successful completion of this learning outcome, or, learners could gain relevant knowledge from practitioners supporting the course by acting as guest speakers.

Level 1 Unit 3 Working Together

General Comments

The two key assessment themes running to this unit are partnership working and planning and taking part in an event. The partnership theme requires learners to plan and carry out an investigation of the role of two partnership and the working arrangements within them. Learners are then required to demonstrate knowledge and understanding of partnership working. Finally, learners need to describe two examples of ways in which individuals receiving services are involved in making decisions.

The second element of team working requires learners to participate in a team event and outline the roles of team members in a team event, and the purpose of team working in organising the event. Learners also need to include a record of a team event that outlines how it was planned and how they worked with other members of the team towards common goals, discussing issues of concern and seeking resolution where needed.

Learning Outcome 1

Partnerships and their role was well evidenced. However, the planning and investigation aspect was limited in the work seen this series. Centres are advised to include evidence of planning and investigation to access higher marks. The majority of the work seen this series accessed marks in mark band 1 and 2. Centres are advised to make the evidence for planning more explicit in future submissions.

Learning Outcome 2

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

Learning Outcome 3

Evidence for this learning objective was found to very limited, Centres are advised to encourage learners to research thoroughly ways in which individuals receiving services are involved in decision making. It is advisable to perhaps use the same two partnerships as learning outcome 1

Learning Outcome 4

This learning outcome was well evidenced, learners understood the role of individuals within the team, however evidence for the purpose of the team was limited. Evidence submitted this series tended to focus on the purpose of the team event. Centres are advised to focus learners on the full requirements of the assessment criteria

Learning Outcome 5

Learners took part in interesting and creative team events, however, the planning and solving problems aspects were limited in the majority of the work seen for this series. It is advisable to perhaps start with this learning outcome first in order to generate the evidence for the planning aspect, and then revisit it to complete the evaluation of the event and how problems were solved.

Concluding remarks

The principal moderator's view, having carefully scrutinised the submissions, is that learners need more support and direction in Learning Outcomes 1, 3, and 5 in order to access higher mark bands more effectively in future submissions

Level 1 Unit 4 Are We Communicating?

General comments

Only a small selection of learners work was moderated for this unit in this series. However, across all learner work seen there was evidence that centres are supporting their learners in understanding the importance of communication skills and their relevance across the four sectors.

In the best 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.

Learning Outcome 1

Most learners were able to show evidence of understanding methods of communication appropriate to both 1:1 and group interactions. Generally this area was well evidenced in the form of posters or text. However, learner evidence did not always show relevant coverage of two differences between formal and informal communication situations. Also, 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.

Learning Outcome 2

Most learners were able to supply evidence for different methods of communication and give reasons why it is important to use different methods for different situations. Several portfolios seen gave evidence that addressed more than the required 2 different methods of communication.

Most work seen for this Learning Outcome was awarded in Mark Band 1 or 2. Some evidence was seen that was descriptive and explanatory and could, therefore, be awarded in Mark Band 3.

Learning Outcome 3

Most learners 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. 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.

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 was less well addressed.

Learning Outcome 5

Generally learners were able to complete three records accurately and legibly to access marks across the Mark Bands.

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. Learners were able to apply these to a chosen setting. 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. Suggestions for how to promote health and safety were limited.

Level 1 Unit 7: Meeting Needs

General Comments

For this unit learners are required to identify the stages of the lifespan and the needs and preferences that individuals may have at each identified stage in relation to their health and wellbeing.

Learners must carry out an investigation, of two individuals, the investigation evidence should include methods used to collect and collate information, reflecting on their use to inform future progress. The same two individuals should be used to develop the evidence further outlining the circumstances, needs and preferences of two individuals and how these can be addressed.

The evidence should then be developed further by researching the roles of at least three professionals across the sectors in assessing, reviewing and supporting the needs of the two individuals. Learners need to outline what the individuals can do to address their own needs and how family, friends and carers can help to support them in addressing these needs. Overall it was felt that the lack of research for this unit and the choice of the two individuals often limited candidates in accessing the higher mark bands.

The approach in delivering the unit was inconsistent this series in that some centres asked candidates to complete the learning objectives in the order that appears on the assessment grid for this unit. In contrast some centres completed the learning objectives in the following order. Learning Outcome 1, Learning Outcome 5, Learning Outcome 2, Learning Outcome 3, Learning Outcome 4 and finally revisited Learning Outcome 5 to complete the remaining evidence requirement for this learning objective. This particular sequence allowed candidates to gather sufficient research evidence and apply their findings to access higher mark bands for this unit.

Learning Outcome 1

For this learning objective the evidence submitted clearly identified/ described the life stages of the lifespan, however there was lack of understanding of the needs and preferences that individuals may have at each stage in relation to their health and wellbeing. Centres are advised to focus on both aspects, needs and preferences and health and wellbeing, and ensure that the evidence is explicit for future submissions.

Learning Outcome 2

Overall, the evidence for this learning objective requires, candidates to identify/describe/outline the circumstances, needs and preferences of two individuals and how these can be addressed, often these were based on case studies and these limited the candidates in accessing the higher mark bands. In some cases the evidence only covered the needs aspect of this learning objective. Learners should be encouraged to focus on circumstances and preferences for each individual and to address the criteria fully. Centres are advised to encourage learners to investigate their own individuals in order to generate sufficient evidence to meet the criteria. However, if centres do decide to use case studies, it should allow enough scope for learners to generate sufficient evidence.

Learning Outcome 3

The role of three professionals was often identified/described/outlined by learners however, these need to be across the sectors, this aspect was found to be limited in the evidence sampled for this series. Evidence of reviewing and supporting the needs of the two individuals was also felt to be limited due to a lack of focused research.

Centres are advised to encourage learners to fully research all aspects of this learning objective.

Learning Outcome 4

Evidence for learning outcome 4 was in the main well evidenced, there was clear focus on the how each of the two individuals can address their own needs and how family, friends and carer(s) can help to support each the two individuals in addressing these needs.

Learning Outcome 5

Overall, candidates identified methods of research to collect and collate information for learning objective 5. However, in majority of the evidence presented for moderation this series there was limited evidence of primary research and as a result this often limited scope for application and accessing higher mark bands. Candidates submitted limited evidence of reflecting, on the research methods used to inform future progress.

Concluding remarks

Annotation of the portfolios by the centre assessors was most helpful this series. Most centres were generous in their awarding of marks for this unit. The principal moderators view, having carefully scrutinised the submissions, is that learners need more support and direction in Learning Outcomes 1, 2, and 5 in order to access higher mark bands effectively in future submissions. Research should also be carried out fully in order meet the requirements of this unit.

Level 1 Unit 8 Growth and Development

Learning Outcome 1

A significant amount of evidence is required for Learning Outcome 1. Learners are required to identify, outline or describe the key physical developments and changes across all stages of the lifespan. Most learners compiled either a grid or posters to demonstrate this evidence. Very little evidence was seen that was descriptive which is required for the awarding of marks in Mark band 3.

In Mark Band 3. Some learners did not cover all the life stages required as stated in the specification. Some centres provided evidence for the key developments and changes for social, emotional and intellectual development. Only those relevant to physical development are required in the marking grid for Learning Outcome 1.

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. Centres need to support the learners in completing this Learning Outcome in greater detail and also ensuring that 3 health and 3 social issues are evidenced in the learner work.

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 and little or no evidence of the methods used or using evidence to support conclusions.

Learning Outcome 4

Most learners were able to include evidence of life events and their potential impact on individuals and families. However, in some of the work seen, much evidence was based on the lives of celebrities and taken from magazines. This tended to prohibit the learners from submitting evidence that addressed the potential impact of life events on family and friends. Learners would benefit from using more relevant case studies to generate the evidence required for this learning outcome.

Learning Outcome 5

This learning outcome 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 most 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 two of these activities. Evidence seen was generally brief and would benefit from further development. Learners did not always include their development of plans for the selected 2 activities.

Statistics

Level 1 Unit 1 Exploring the Sectors

	Max. Mark	A*	A	B
Raw boundary mark	60	52	37	23
Points Score	4	3	2	1

Level 1 Unit 2 Exploring Principles and Values

	Max. Mark	A*	A	B
Raw boundary mark	60	52	37	23
Points Score	4	3	2	1

Level 1 Unit 3 Working Together

	Max. Mark	A*	A	B
Raw boundary mark	60	52	37	23
Points Score	4	3	2	1

Level 1 Unit 4 Are We Communicating

	Max. Mark	A*	A	B
Raw boundary mark	60	52	38	24
Points Score	4	3	2	1

Level 1 Unit 5 Is it Safe?

	Max. Mark	A*	A	B
Raw boundary mark	60	51	37	24
Points Score	4	3	2	1

Level 1 Unit 7 Meeting Needs

	Max. Mark	A*	A	B
Raw boundary mark	60	51	37	24
Points Score	4	3	2	1

Level 1 Unit 8 Growth and Development

	Max. Mark	A*	A	B
Raw boundary mark	60	52	38	24
Points Score	4	3	2	1

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

Please note: *Principal Learning qualifications are new qualifications, and grade boundaries for Controlled Assessment units should not be considered as stable. These grade boundaries may differ from series to series.*

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

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code DP023002 January 2010

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH