

# Moderators' Report/ Principal Moderator Feedback

January 2012

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

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## **Introduction**

A small number of centres submitted work for moderation in this series for the Level 1 Society Health and Development principal units.

It is pleasing to report that all work moderated this series shows that centres are actively supporting their learners in accessing the entire range of 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 units at Level 1.

It is also pleasing to report that, generally, 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.

Most centres are also seen to be acting on the previous advice given regarding setting of assignment tasks for the learning outcomes of each unit against the requirements of the marking grid. However, where centres are still setting their assignment tasks against the assessment focus for each of the learning outcomes, evidence generated is not always relevant or valid. 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.

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 totaled incorrectly, inaccuracies between marks on the EDI and the mark record sheet. 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 always reflect these changes although the changes were supported during moderation.

Most centres are now authenticating and entering the grid mark accurately. However, in a small number of centres the grid B mark awarded was not obvious or was 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. The total mark for learners that is entered on Edexcel Online should consist of both marks for grid A and grid B added together.

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**

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, social care, community justice and health sectors.

Once again, the external moderation process was judged to be straightforward. Although only a very 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 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**

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 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 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 is 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 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. However learners had not always included two examples of the potential outcome of a breach of confidentiality.

### **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 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 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**

Centres forwarded an accurate number of sample portfolios, within the deadline. Samples included the highest and lowest grade.

The administration of paper work has improved this series. The majority of centres included internal moderation documentation together with authentication forms with the sample.

Learners submitted a variety of evidence, there were interesting and creative ideas for events. There was good demonstration of knowledge and understanding of partnership working, and, in some cases, the depth of written work submitted allowed learners scope to access higher mark bands.

Annotation of the evidence submitted by centres was better 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**

Learners demonstrated good understanding of partnerships and their role. However, the planning and investigation aspect was deemed to be limited in most of the work seen 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 of the achievement of the tasks.

### **Learning Outcome 2**

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

### **Learning Outcome 3**

Evidence for this learning objective was limited. Evidence of understanding ways in which individuals receiving services are involved in decision making was generic or limited. Centres are advised to focus on the service being offered and then investigate ways in which individuals receiving services are involved in decision making. Better evidence was seen where learners carried out a hands on investigation rather than a case study

### **Learning Outcome 4**

Learners generated good evidence for this learning outcome. Learners clearly demonstrated the role of individuals within a team and the purpose of the team. A good variety of team work was evidenced.

### **Learning Outcome 5**

Overall, the first part of this learning objective was well evidenced. Learners took part in interesting and creative team events. However, evidence of planning and solving problems was seen to be limited in majority of the work seen for this series.

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

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

Across all centres moderated, the learners 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, learners 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 learner 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 learner work more accurately in this series. Annotation by centre assessors regarding where learner work can be seen is very helpful to the moderation process. It would also be helpful if assessors could annotate the relevant mark band awarded.

### **Learning Outcome 1**

Most learners were able to show evidence of understanding methods of communication appropriate to both 1:1 and group interactions. However, some evidence sampled contained much information about a number of communication skills but did not explicitly identify, outline or describe methods of communication relevant to groups or 1: 1 interactions. Most evidence seen would benefit from more detailed coverage of examples that covered a range of individuals and some learner's work did not explicitly demonstrate knowledge of two differences between formal and informal situations as required by the marking grid.

### **Learning Outcome 2**

Most learners were able to supply evidence for different methods of communication, Braille and sign language being the most frequent examples used. Some work was presented on posters alongside evidence for Learning Outcome 1. 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 learners 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 learners demonstrated ability to explain for mark band 3. Some descriptive evidence was seen from most centres. In some learners work sampled there was coverage of communication skills needed to 'talk' to babies. This evidence did not embrace the spirit of the learning outcome.

### **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 carried out by the learner. Some centres made good use of witness statements, this is seen as good practice. Learners need to be supported in clearly identifying or outlining how they dealt positively with feedback from their interactions as this evidence was absent from some work moderated.

Learning Outcome 3 consists of both grid A and grid B marks. Grid A marks are awarded for learner'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.

### **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 were less well addressed.

### **Learning Outcome 5**

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

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

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 bacterial and viral infections to a chosen setting but fungal infections were frequently 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 learning outcome 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 8: Growth and Development**

Only a small number of centres submitted work for moderation in this series. Most centres sent the required sample, those that did not were very prompt in their response to request for additional work. Learners are required to provide evidence for 6 learning outcomes for the assessment of this unit.

Across all centres moderated, the learners 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, learners 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 learner evidence is seen that is well developed in some of these areas but not in all of them.

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**

Learners 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.

### **Learning Outcome 2**

Learners need to at least, list three health and three social issues related to age and ageing. Some centres gave evidence of three issues in total as opposed to the requirement for three health and three social issues. Other evidence seen gave an identification or outline of issues for each of the life stages. Only three health and three social issues are required by the learning outcome. Some evidence highlighted areas of physical development instead of actual health issues.

### **Learning Outcome 3**

The learner 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 learners 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 learner to access the higher mark bands. Learners 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. Also, although learners provided evidence that they had carried out an observation of a child, there was often no actual conclusions drawn regarding the child's developmental stage that were supported by the evidence gained.

### **Learning Outcome 4**

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

Learners 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. Where case studies were used the evidence was more appropriate but often lacked the depth needed to achieve marks in mark band 3.

### **Learning Outcome 5**

The learner evidence needs to, at least, identify three 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.

### **Learning Outcome 6**

Evidence needs to explore possibilities and at least identify three ideas for development activities and develop brief plans for two of these. Learners often found it difficult to explore possibilities for activities here. Also, often only two ideas were identified or outlined.

**Grade Boundaries**

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

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