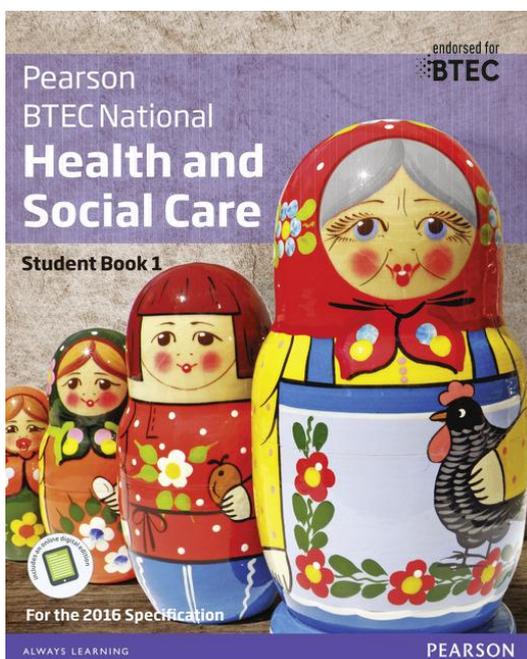


BTEC Level 3 Nationals in Health and Social Care: Unit 4

Your free sample of the student
book: preparation for
assessment

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Getting ready for assessment

This Assessment Outcome has been written to help you to do your best when you take the assessment test. Read through it carefully and ask your tutor if there is anything you are still not sure about.

About the test

Part A will be issued to you a set period of time before the date of the Part B written assessment. Part A will consist of:

- **article 1** relating to research into a current health issue
- **article 2** relating to research into a current social care issue.

In the supervised time you are allocated for Part A, you will need to choose which of the two articles you will use as the basis of your own literature search relating to the issue explored in the article you have chosen. Once you have chosen the article, all your efforts in Part A should relate only to this one article. You will need to carry out your literature search, and allocate time towards the end of Part A to prepare the notes you will be allowed to take into the assessment room where you will sit the Part B written assessment. You will also need to prepare a formal list of the sources you have used to submit in your taskbook. You will work independently throughout Part A and will receive no feedback from your tutor.

The **Part B** controlled written assessment has two sections, one relating to each of the two articles. The full text of each article is included in the Part B paper.

Each section has questions that are contextualised to the relevant article, so check to make sure you go to the correct section for the article you have chosen. Questions may have sub-questions identified as a), b), c) and so on. It is unlikely that a question will have more than three sub-questions. The questions will require you to demonstrate that you:

- have acquired a full understanding of the article you have chosen
- have carried out an effective literature search relevant to an issue triggered by the article

- can apply your learning from any aspect of the unit content and from your literature search by demonstrating analytical and evaluative skills to answer the questions.

All questions on your chosen article are compulsory, and you should provide an extended answer to each one. Marks are allocated using mark bands 0–4. To earn the marks awarded for the higher mark bands, you will need to demonstrate your ability to apply your knowledge and understanding of the current issue using analytical and evaluative skills in a way that is relevant to the question.

Other points relating to your activity during Part A include the following.

- Aim to ensure you can relate data from your own literature search, either directly or indirectly, through your lines of enquiry and arguments to the four purposes of health and social care detailed in Section A of the unit content. Also ensure you can link your search clearly to the Part A article.
- Make sure the sources you use are current – aim to select sources that have been published within the last five years.
- Prepare a formal reference list of your sources that you can print and bring to the Part B assessment room.
- Prepare the notes you will take in to the Part B assessment in good time, do not leave it to the last minute. The notes you take in to the Part B assessment are likely to be specially prepared and not the original notes you make about each source, though they may include key aspects of your original notes.
- The notes you take in should be presented systematically, in such a way that helps you recall details about the sources and your reasoning during Part A. Mind maps, flow charts, use of bold, highlighting and colour etc could help you navigate through your notes more quickly during the Part B assessment.
- As the guidelines for assessment can change, you should refer to the official assessment guidance on the Pearson Qualifications website for the latest definitive guidance.

Sitting the test

- Listen to, and read carefully, any instructions that you are given at the start of the Part B assessment.
- At the start of Part B, locate the section relating to your chosen article.
- Attach the list of sources you have used in your literature search in the space allocated in the taskbook.
- Allocate the first ten minutes of the assessment time to reading each of the questions for your article carefully and ensure you understand the different focus of each question. You could annotate the Part B paper at this stage if you wish.
- Re-read the question to ensure you understand fully what is required by the question.
- Take three to four minutes to plan your response to each question, using the Part A notes you have brought with you. Pay full attention to the command verbs and defining phrases in the question and ensure you consider all parts of the question while you are preparing notes that plan for your answer.
- Decide the order or sequence in which you are going to present the points you make in your answer before writing up your response.
- If you get 'stuck' on a question and are not sure what is expected, move on to the next question and come back to this question at a later stage. Sometimes, a 'block' on your thinking on one question can be released by a trigger in the answer you are writing for a different question.
- Make sure you refer to the impact of research on health and social care practice – on the individuals using services, the impact on informing policy and on developing knowledge and understanding.
- Scan your response to check that you have at least met the Band 2 requirements, and that your meaning is clear. Cross out your planning notes neatly.
- Move to the next question and repeat the planning, sequencing and writing up process, again always referring carefully to the question.
- Allow time at the end of Part B to check your responses to each question against the expectations defined by the mark bands, amending or adding to each response, if possible, to strengthen it so that it meets all aspects of the question fully.
- Remember, you will only be awarded marks from the mark scheme if the points you make are included in your response to the relevant question. The points should be made in a way that is relevant to the question. Marks cannot be transferred from one question to another, so you need to ensure that the points you make are included in your response to the question for which the marks about those points are allocated. It could be relevant to refer to a source or piece of data more than once across the different questions. However, to be relevant to the question it is likely that you will be using the data in a different way in each of the questions.
- Aim to refer to between three and five sources in the course of your responses, or to demonstrate that you have read and fully understood the content of each source. However, referring to a source just for the sake of it, without demonstrating understanding of its content, is unlikely to add significantly to your marks.
- You cannot lose marks for a wrong answer; but blank spaces earn no marks and very short answers are likely to earn only a few marks.

Arrive in good time so you are calm and focused, making sure you have brought your pre-prepared notes with you.

Command word	Definition – what it is asking you to do
Describe	Provide a thorough account, drawing on data from the article and the sources you have researched as relevant to the question asked in the assessment.
Explain	Provide possible reasons for the aspect of the issue required by the question.
Discuss	Consider the issue in detail, e.g. different lines of enquiry you have investigated and different arguments presented in your sources.
Assess	Consider the importance or significance of the evidence you have researched in relation to the question asked, leading to a reasoned judgement on the evidence, e.g. its characteristics, quality, extent or other feature relevant to the question asked.
Analyse	Detailed, systematic and reasoned exploration of the aspect of the issue required by the question based on 2–3 lines of enquiry.
Evaluate	Make a judgement, based on all the relevant information or data and arguments you have explored in your answer to the question.
Justify	Provide logical reasons based on the evidence (data and arguments you have presented) to the examiner to demonstrate you understand the issue thoroughly.

Remember, responses that are mostly descriptive will only earn a few marks whereas responses that include discussion, analysis and evaluation, consider several lines of enquiry, and give the reasoning that you developed from the secondary sources you accessed, analysed and evaluated in your literature search are likely to earn more marks. Presenting well-structured answers and drawing conclusions will also benefit your marks.

Part A

- Start work on the assessment immediately, in the first supervised session on your timetable.
- Read all the instructions provided carefully and ensure you fully understand what is required of you for Part A. Annotate the document if you find this helpful (but be mindful that you will receive only one copy of Part A, so avoid making the original text unreadable).
- Read both articles carefully, making a few notes, if this will be helpful to you.
- You must carry out your research independently, using a minimum of two secondary sources, in addition to the chosen article.
- Keep full records of all the sources you use – you may find it helpful to use software available to do this, so that the full titles and universal reference links (URLs) are automatically recorded, along with the access dates and other details, for your reference list.
- You should choose the article you are going to research early so that you allow sufficient time for the work involved in carrying out the research and condensing the notes that you can take into the examination room for Part B. Your tutor will tell you how many pages of notes you can take into Part B and in what format.
- Allocate time for each of the activities required to carry out your literature search, such as finding relevant sources to analyse and evaluate and developing potential lines of reasoning that will assist you in answering the questions in Part B of the assessment.

Part B

- For Part B, you should plan your time carefully to write your response to each question, and allow another time to review your response and amend/add to it, before moving to the next question. With the 10 minutes already spent at the beginning reading and understanding the differences between the questions, you should have 10-20 minutes at the end to check all your responses and add any details that you may have overlooked.
- Start planning your response to each question by making brief notes in the taskbook under each question, as ideas/points occur to you when you read each question at the start. Add to these and organise the points you want to make before writing your actual response to each question. Make sure that you provide sufficient detail in your responses to demonstrate your ability to explain, analyse and evaluate. Providing just a description will limit your marks.

Remember you will not lose marks for incorrect or irrelevant points in your extended answers, but you should aim to provide a significant response to each of the questions, making several points for each and in such a way that they are relevant responses to the question. Notes alone will not be sufficient to earn many marks. With so many marks allocated to each of a small number of questions, failing to supply a response, or only providing a weak response to one of the questions will very seriously affect the total number of marks you will earn for this unit, even if you earn good marks on the other questions.

Sample answers

If you organised your time well, you will have had plenty of time to analyse and evaluate the Part A source that you selected before the Part B assessment. Although a minimum of two sources are specified for your literature search, you should aim to use between five and ten sources. The extra knowledge and understanding gained should better enable you to produce responses that earn marks from the higher mark bands. This number of sources should enable you to explore two to three lines of enquiry relating to the article you have chosen (**either** Article 1 **or** Article 2, not both). Your skill will be to use your learning from studying this unit, and the knowledge and understanding of the issue that you have acquired over the duration of Part A, to produce appropriate answers in the Part B assessment.

Look at the sample questions that follow and our tips on how to answer them well.

Answering extended answer questions

Example:

These examples are based on *Is mental health care improving?*, a research report published by The Health Foundation in March 2015. The report is available at www.health.org.uk/sites/default/files/IsMentalHealthCareImproving.pdf

Question 1: What research techniques have been used to collect and present the data in this report? In your answer you should consider the reliability of the results of the research and the validity of the conclusions drawn.

Answer: The article presents statistics about the quality of mental health care in England for adults affected by common mental health problems, adults with severe mental health problems and services for children and young people. All the data was obtained from secondary sources so the method used was a literature search. The article lists 79 references and includes lots of statistics about the number of people affected by mental illnesses. The article includes several line graphs which help to show how various factors associated with mental health problems have changed in recent years. The research results are presented as a report with lots of sub-headings which help to identify the different variables studied in the research. There were no ethical issues regarding the research because it was a literature search and did not involve participants.

Weak answer.

In this answer, the overall research method has been described at a basic level and there is acknowledgement of the scale of the study from the number of references. The presentation of the data is described and some very limited evaluative comments are included. Overall, the answer is sufficient for Band 2 marks. Using more specialist language, such as differentiating between quantitative and qualitative data, and paying more attention to the full requirements of the question would have earned more marks. Commenting specifically on reliability of the data, for example that many of the statistics were published by government departments, so are likely to be reliable, which in turn adds validity to the conclusions, and mentioning that the research only relates to England, so the conclusions may not apply in Wales or Northern Ireland, could have earned some Band 3 marks.

Question 2: What are the implications of this research for individuals with mental health problems and for mental healthcare services? Refer to the article and to your secondary research in your answer

Answer: The article identifies that about a fifth of people in England have a mental health problem. The charity Mind states that mental health problems are 25 per cent higher in Northern Ireland and identifies regional differences in England. The Health and Safety Executive reported a 60 per cent increase between 2011/12 and 2014/15 in the number of employees experiencing common mental health problems for the first time and taking time off work.

Better answer.

This means that mental health problems affect the economy and the article says that in 2009/10 mental health problems was estimated to cost £105 billion in a year. The article states that a higher proportion of prisoners are affected by mental health problems than in the general population. This could be because people develop mental health problems while in prison or that mental health problems are more likely to lead to behaviours that result in being sent to prison. Drug addiction is a major problem in prisons and is generally known to be linked to mental health problems. Mental health is therefore a serious problem for individuals and for the country.

The Mental Health Foundation claims that relationships people have with each other are important for their mental health and they say that anything which helps people to have a social life rather than live in isolation is good. Having a job helps because it means people have to interact with their workmates and the article says that more people with mental health problems are now getting jobs. The article reports that support for people with common mental health problems has improved since 2010 but that more people with mental health problems now need hospital residential care which usually means they have severe mental health problems. Recent news relating to Southern Health NHS Foundation Trust shows that service users may die because support is inadequate. However, the article says that one of the problems in assessing the quality of services for those with mental health problems is that there is insufficient information available about the services in some areas of the country. This is especially the case for services for children and young people and sometimes they are admitted to hospital a long distance from their homes which adds to their problems. Psychological therapies and antidepressants can be prescribed to help those with common mental health problems and the article says there are targets for 15 per cent to start such treatments each year. The target is for therapy to start within 28 days of being referred but this is not being achieved for everyone.

Overall, care services for people with mental health problems need to be both improved and expanded to cope with the increasing number of people needing the services and to ensure that the quality of the services improves. More information about services so the best practices could be identified to improve other provision would also help as would more data about the effectiveness of different treatments.

This is a better answer, justifying Band 3 marks. The response addresses the question and includes more detailed information, with specific examples, and also attempts to make links between different lines of enquiry. A reasonably thorough understanding of the issues around mental health is demonstrated and several sources from the literature search are referred to appropriately, and link to the content of the article. Some unsubstantiated claims are made such as regarding drug addiction and mental health, but overall there is good evidence of an effective literature search. Some recommendations are made. Points might be presented more systematically, and analysis and evaluative comments could be more evident to achieve Band 4 marks.