

Examiners' Report/ Principal Examiner Feedback

January 2010

Principal Learning

Society, Health and Development SH301
The Sectors in Context

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January 2010

Publications Code DP023011

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Principal Learning Society, Health & Development

Level 3 Introduction

This is the second full series of the Advanced Diploma in Society, Health and Development. The examiners were, once again, pleased with the response from centres and there was much that was encouraging. It seems to be the case that both learners and their Course Tutors are becoming more secure in their grasp of the specification. Such improvements are in line with the support offered through Edexcel's national and bespoke training service.

Centres are also becoming more comfortable with the administrative requirements associated with the Diploma. Most were able to submit work by the due date with correctly completed Candidate Record Forms. Centres are strongly advised to use the templates provided and to ensure that all sections are completed. It would be particularly helpful if learners were to tick the box giving their consent to Edexcel to use their work for training purposes. The examiners hope all centres will be able to do so in the next series and we encourage course tutors to approach Edexcel for clarification where uncertainty exists. At least one key member of the course delivery team should be encouraged to attend Edexcel's training and feedback events, details of which can be found at <http://www.edexcel.com/resources/training/Pages/Home.aspx>

The moderators and examiners went to considerable lengths to ensure that standards were comparable across all units at Level 3 and that moderated marks were based solely on the Mark Bands contained within the Marking Grids and the guidance for allocating marks.

The examiners offer the following general comments about the internally and externally assessed units. More specific comments relating to the responses to the learning outcomes can be found in the section on the relevant unit.

The concerns identified by the examiners in the June 2009 series persist and we make the following recommendations:

- that learners are given more support with their writing and their examination technique
- that the standards of grammar, punctuation and spelling in the internally assessed units are replicated in the externally assessed units
- that learners attempt all questions as they may gain marks which cannot be awarded if nothing is written
- that all learners are familiar with basic aspects of the specification
- that learners might need more support in terms of the appropriate level of response. (some learners who could not respond often resorted to a simple re-write of the question)

The examiners once again draw attention to the fact that the questions focus on day-to-day practice across the four sectors. Well-publicised and often controversial cases are obviously useful for evaluative purposes, but these distract from everyday practice. The specification is primarily concerned with the latter and learners are advised to bear this in mind when answering questions.

The comments above regarding the use of empirical evidence also apply here.

Level 3 Unit 1 The Sectors in Context

Overview

Learners attempted all the questions. It was pleasing to note that learners could apply the information given within the case study to provide a response to some of the questions, which is both an indication that course tutors are appropriately using case studies and that learners are gaining the ability to apply their knowledge to different situations. Where there are issues with learners having gaps in knowledge, particularly within the higher graded questions, learners should be aware of the content of the specification and have the ability to apply it in given situations.

Question 1

The questions were in general well answered with learners focusing their responses on the case study when required.

Q1(a) (i)

Learners were able to apply the term service user to the subject of the case study.

Q1 (a) (ii)

The term service provision was not always defined correctly. On occasions, the answer was vague and merely a repeat of the question, in which case, no marks could be awarded.

Q1(b)

Learners were asked to provide two examples of national services, which Rageh could use in relation to health and social care. Whilst many learners cited the National Health Service, others provided responses such as hospitals, which did not fulfil the requirements of the question. Responses indicated that some learners need more support in order to understand which services are classified as national and which are local.

Q1 (c) (i)

Most learners provided accurate examples of private provision and explained their relevance in relation to Rageh. Where learners cited appropriate provision, they tended to provide a full explanation and hence gain four full marks.

Q1(c)(ii)

Some learners did not appropriately name voluntary provision and also cited private provision, which was not always, appropriate to the subject of the case study. Where learners cited appropriate provision, they tended to provide a full explanation and hence gain four full marks.

Q1(d)

It is very pleasing to note that learners are now beginning to understand the difference between statutory and non-statutory provision and discuss the difference between such provision and how it affects delivery. It is pleasing to note that the more able learners were evaluating the provision and making comparisons. Some learners were awarded full marks for their responses.

Question 2

Q2(a)(i)

The overwhelming majority of learners were able to provide correct responses, which pleasingly indicates that learners are aware of the difference between statutory and non-statutory provision.

Q2(a)(ii)

Some learners appeared to be aware of the facilities which Surestart provided and correctly applied their knowledge to the case study. However, others merely provided responses, such as they would teach Joshua, with a few responding that Surestart provided rehabilitation for ex-offenders.

Q2(b)

Responses appropriately related to local services, giving some indication that learners are now beginning to understand which services are classified as local provision.

Q2(c)

The question related to Learning Outcome 5 and the Offender Learning Policy. Learners were expected to know the impact of the policy. It is pleasing to note that some learners understood the general ethos behind the policy, ie, that it would prepare offenders for the world of work, however, they did not fully relate the policy to its effect on people receiving the support or to services. Explanation of how workable the policy is would have enabled more learners to achieve higher marks.

Q2(d)

The question is derived from Learning Outcome 3 and considers joint working between the sectors. Learners need more support in this aspect of the specification. Appropriate responses could have included the CAF framework, effective communication, sharing information etc.

Question 3

Q3(a)

Learners need to be clearer about the function of a Green Paper and a White Paper. It is extremely important that learners develop knowledge of how central government decisions evolve.

Q3(b)

As with the previous response, learners are clearly not aware of how national government creates legislation and then cascades it down to local authorities for implementation. Course Tutors are asked to ensure that learners are familiar with this aspect of Learning Outcome 4.

Q3(c)

This question is designed to ensure that learners understand the skills, attributes and qualities which are required for employment within and across the sectors. Learners are required to be able to apply the knowledge to one of the sectors; in this case it was children and specifically those in care. Whilst learners tended to provide general answers there was a lack of application to this particular area, hence learners were prevented from achieving the higher marks.

Q3(d)

This question was aimed at policies and particularly, in this case related to 'Care Matters'. Many learners stated the aims of 'Every Child Matters', without the required reference to children in care. Learners should be aware of the support and provision of the following policies: Every Child Matters, Offender Learning Policy and Care Matters and be able to apply them to discuss the effects on those receiving services.

Statistics

Level 3 Unit 1 The Sectors in Context

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	90	75	67	59	51	43	35
Points Score	21	18	15	12	9	6	3

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 learners to qualify for a given grade.

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Order Code DP023011 January 2010

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