

# Examiners' Report/ Principal Examiner Feedback

## Summer 2010

PRINCIPAL LEARNING

### Society, Health and Development SH301 The Sectors in Context

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# Principal Learning Society Health and Development

## Level 3 Introduction

This is the third full series of the Advanced Diploma in Society, Health and Development.

It is very pleasing to report that there was much that was encouraging about the answers to the examination questions which were seen by the team of examiners. Most learners understand and can explain key terms. Learners who did this most successfully were those most able to apply their knowledge and understanding in questions which required higher level skills, such as evaluation. The examiners encourage learners to enter the exam with clear, recognised definitions of the technical vocabulary contained in the specification. Learners were also more likely to include evidence in their answers in this series. Such good practice is to be commended and encouraged for future series. There was also less evidence of personal feelings undermining the objectivity of answers, a trend the examiners hope to see continue.

Some concerns remain from previous series. It is apparent that learners are given as much support as possible in aspects of examination technique. Learners are advised to attempt all questions as they may gain marks which cannot be awarded if nothing is written. Learners are also advised to be familiar with the main focus of the specification, namely the day-to-day practice across the four sectors. Where evidence is included to support any claims made (eg statistics or references to reports) these will be rewarded by the examiners.

The Chief Examiner hopes that the recommendations included at the end of the Report will prove useful for Course Tutors.

Course Tutors are also recommended to attend Edexcel's 'feedback' training events on this examination series. The events will take place in Autumn 2010 and details can be found at [www.edexcel.com](http://www.edexcel.com).

## Level 3 Unit 1 The Sectors in Context

### Introduction

Learners attempted all the questions. The examiners were pleased to note that learners could apply the information given within the case studies to provide responses to some of the questions. This is an indication that centres are appropriately using case studies and that learners are gaining the ability to apply their knowledge to different situations. There were issues with learners having a limited grasp of certain aspects of the specification, in particular with questions which require the higher level skills. Learners are advised to 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)

Whilst most learners cited voluntary organisations, these were not always appropriate to the subject of the case study. Learners need to read the details of the case study more carefully in this situation.

#### Q1(a)(ii)

Many learners did not provide examples of non-statutory private care. The question was designed to ensure that learners were aware of the difference between the different types of non-statutory service and statutory service provision within the health and social care sectors.

#### Q1(b)

Learners were asked to provide two examples of statutory services, in relation to health and social care. Many learners provided responses such as physiotherapy or doctors surgeries, whilst such responses were rewarded, they were not always sufficiently developed in the second part of the question. Learners need to consider carefully whether the example they provide in one part of the question will enable them to answer the remainder.

A model response would have been social services, as the contribution to the care plan could be fully commented upon. Many learners did not address the response in relation to the care plan.

#### Q1(c)

Learners were asked to explain how the Care Standards Act was of importance to Esme. The best answers here considered the care value base. Learners are advised that they need to have more in-depth knowledge of the content of such legislation.

#### Q1(d)

The examiners are very pleased to note that learners show understanding of the difference between statutory and non-statutory provision and can discuss how

differences between types of provision and how it affects delivery. Some of the more able learners were evaluating the provision and making comparisons. The examiners would like to see more of this trend.

Other learners misinterpreted the question and provided information on joint working. They need to note that marks could only be given where there had been clear differentiation between statutory and non-statutory services.

#### Q2(a)

Learners provided appropriate responses by defining the terms and then giving examples from the case study. Whilst some learners appeared to have learned the definitions, they could not apply them. Application of knowledge is an important skill at this level.

#### Q2(b)

Most learners could provide examples of two local services and state their function in relation to Mariam's needs. The question was well answered, with the majority of responses being appropriate and learners are commended for this.

#### Q2(c)

This question covered Learning Outcome 6 in relation to the personal skills which are required for employment within and across the sectors. At this level, learners are expected to be able to apply these to the specific needs of the case study. The examiners discourage general answers such as 'good communication skills', which are not applied and are generic. Learners need to demonstrate insight within this Learning Outcome by applying the skills to the needs of the specific client group.

#### Q2(d)

Whilst many learners were able to cite safety and prevention of abuse, few really appeared to understand that the legislation referred to children in care. Learners need to have an overall understanding of key legislation as applied across service provision.

#### Q3(a)

Many learners are now aware of the ages which are covered by the Every Child Matters agenda and this is important if they are to know when the policy is applicable.

#### Q3(b)

It was very pleasing to the examiners to note that learners knew the areas covered by 'Every Child Matters' agenda and this is an indication that Course Tutors are now making the policy a focal point in the delivery of the unit.

#### Q3(c)

The question is designed to ensure that learners are aware of local services in relation to the victim as opposed to the offender. Learners were encouraged to

demonstrate insight in applying strategies which were designed to prevent crime and bullying and some interesting and appropriate ideas were seen.

#### Q3(d)

The question was aimed at strategies as stated within the Offender Learning Green Paper (2005), which were designed to support young offenders following release. It was pleasing to note that most learners are now aware of some of these strategies and could provide enough detail to be awarded full marks.

#### Q3(e)

The question is derived from Learning Outcome 3 and considers joint working between the sectors. Learners need more support with this aspect of the specification in order to avoid providing responses such as 'police can go into schools'. The question required knowledge of joint working. Appropriate responses could have included the CAF framework, effective communication, sharing information and been applied to the criminal justice sector.

#### Recommendations:

- practice exam technique using past papers, mark schemes and examiners' reports available at [www.edexcel.com](http://www.edexcel.com)
- ensure all the content of the specification is fully covered and understood
- encourage learners to read all the questions carefully
- careful note should be made of the number of marks for each question as this gives an indication of the level of detail required in the response
- although the examination techniques demonstrated by the learners has clearly improved, Course Tutors are advised that further support is needed for less-able learners to progress
- It is important that learners understand the level of responses required by the different command verbs which included explain, discuss, analyse and evaluate. It is suggested that Course Tutors may wish to plan to give learners practice writing responses to these different levels when reviewing past papers
- learners need to read their answer script through carefully before the end of the examination
- learners should support their responses with evidence as far as possible

# Statistics

## Level 3 Unit 1 The Sectors in Context

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	90	72	64	56	48	40	32
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 learner to qualify for a given grade.

**Grade boundaries** may vary from year to year and from subject to subject, depending on the demands of the question paper.

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