

Examiners' Report/
Principal Examiner Feedback

January 2012

Principal Learning
Society, Health and Development
(SH301) Paper 01
The Sectors in Context

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January 2012

Publications Code DP030870

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Introduction

In general, most learners provided substantial responses to each question, demonstrating some knowledge of each Learning Outcome. However, there are still areas of the specification where learners would benefit from further familiarisation. In Learning Outcome 3, learners need to understand more effectively the interaction of different types of service provision in and across the sectors. This well prevents learners from accessing marks across all mark bands.

Centres will be aware that some of the legislation in Learning Outcome 4 is no longer current and has now been superseded. Policies such as Every Child Matters (as stated within Learning Outcome 5) no longer have prominence due to changes in policy by the current Government. Subsequently, the policies and legislation referred to within the Sectors in Context unit SH301, will in future reflect the current law and government policy aims in order to ensure that learners are aware of current key legislation and policy. This however, will only cover the replacement legislation and policy areas which are at present stated within Learning Outcome 4 and Learning Outcome 5.

The Principal 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 Spring 2012 and details can be found at the following link:

<http://www.edexcel.com/quals/diploma/Pages/training.aspx>

Level 3 Unit 1: The Sectors in Context

Centres may wish to take note of the following feedback with regard to each question and seek to apply the comments within the delivery of the unit.

Question 1

The question was designed to test knowledge of learning outcomes 1, 2 and 3 by using a brief case study.

Q1a

The question required knowledge of the aims of voluntary organisations, in this instance MIND. The majority of learners appear to be unaware of the function that such an organisation plays in society, for example, lobbying for change and promoting wider awareness, whereas a large number of learners responded with provide care, for which they were not awarded a mark. Learners would benefit from investigating such voluntary organisations via their websites.

Q1b

It was pleasing to note that many learners understood the role of Carers UK and were able to provide an indication of awareness of the needs of the carer, such as respite and representation within the benefits system. Once again, research would enhance learners' knowledge of the organisation and its aims.

Q1c

The majority of learners are now able to distinguish between statutory and non- statutory organisations within the provision of health care. Most provided two to three examples and explained their involvement in supporting the subjects of the case studies well, and this enabled some learners to access the higher range of marks.

Q1d

Some learners are still unaware of the difference between the provision of health care and social care. Health care is provided by statutory organisations whereas social care is provided by the private sector which is accessed through social services. To differentiate between the two types of provision centres may wish to take note of the content of the Coughlan Case, 1999.

Q1e

This question followed on from 1d and required learners to evaluate the effectiveness of multi-disciplinary working in and across the sectors. However it was very poorly answered with many learners failing to provide work above level one. Centres might enable learners to develop and apply their knowledge by using case studies and work related scenarios.

Q2a

The question was designed to assess learner understanding of the function of Sure Start. It was pleasing to note that some learners were very much aware of the ethos around the foundation of Sure Start which then enables them to provide appropriate responses for both sections of the question.

Q2b

Learners who were aware of the Sure Start target age group were able to apply their knowledge and provide appropriate examples of non-statutory services which could work with Sure Start.

Q2ci

The question was one of the most well answered on the paper, with the more able learner not only knowing the five aims of Every Child Matters but also being able to apply them to explain ways in which they are implemented within primary education.

Q2cii

The responses to part ii were not as effective. Most learners could name the aims of Every Child Matters but could not say what impact they had on primary school pupils. Learners would benefit from the use of case studies which apply current policies to every day scenarios within the sectors.

Q3a

This question was designed to test whether learners could apply their knowledge of local services, hence responses which referred to the National Health Service could not be credited. In general most learners were able to access marks here, with the more able learners providing two or three appropriate examples and applying their knowledge fully to supporting David in relationship to his step daughter as well as to his own needs.

Q3b

The question was answered very effectively and it is extremely pleasing to note that learners are applying the skills, attributes and qualities specifically to the case study, hence there were fewer generic responses. Responses such as 'kind and caring' failed to access marks. Responses with development which related directly to the subject of the case study, which were, on this occasion, foster parents, were more highly rewarded.

Q3c

The aim of the question was to test knowledge of Learning Outcome 5; know the impact of a given policy or reform on service support and provision and its effect on people receiving support and/or service. The majority of learners failed to demonstrate any substantial knowledge of the Care Matters Green Paper. Centres are strongly recommended to place focus on current policies to ensure that learners are able to access all the marks on the paper.

Recommendations:

- practice exam technique using past papers, mark schemes and examiners' reports available at 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

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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