

Examiners' Report/
Principal Examiner Feedback

January 2013

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

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Introduction

In general, the paper performed quite well this series, with a fairly high degree of understanding of the content and requirements of the Learning Outcomes being evident amongst the more able learners. This indicates full coverage of the specifications by some centres for which they are commended.

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

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

In part (a), learners are now beginning to demonstrate knowledge of the role of adult social services, although some still have little understanding of the relationship between the statutory and non-statutory sectors in the provision of social care. It is important that the role of all agencies involved in social care is fully covered by centres to enable learners to be able to accurately apply their knowledge.

In part (b) (i) most learners were able to demonstrate good understanding of the provision of the statutory sector in relation to health care and gained the maximum of three marks.

In part (b)(ii) learners were awarded the maximum of three marks if they were able to demonstrate knowledge and application of non-statutory health care. A fair number of learners clearly understood the meaning of non-statutory but failed to apply it to health care, which indicates that working with case studies would be beneficial to learners to enable them to apply their knowledge to vocational settings.

It is pleasing to note that learners were able to apply their knowledge to the setting in part (c), with some well thought-out and applied responses being in evidence. Many learners were able to access the maximum four marks by providing explanatory responses.

The majority of learners failed to score the full six marks in part (d) and this was due to them not being aware of the assistance which Age UK provides to the elderly and their families. Centres should ensure that learners are fully aware of the role and provision of all agencies and organisations which are mentioned within the within the content of the unit specifications.

In part (e) many learners had very limited knowledge of the provision of health care and the role of the Department of Health, Strategic Health Authority and Primary Care Trusts. As with part (d), it is important that centres ensure that learners are fully aware of the role and function of all agencies and organisations, whether statutory or non-statutory, which are referred to within the content of the unit specifications.

Question 2

In general learners responded to part (a) extremely well and were able to provide two appropriate ways with some development which enabled them to access the full four marks. Responses were varied but pleasingly indicated that learners could apply relevant knowledge accurately to the scenario.

In part (b) many learners were pleasingly aware of the role of SOVA and the services they provided and as a consequence, were in general able to apply their knowledge to the scenario and access the higher mark range.

In part (c) learners provided some very detailed responses which linked knowledge and skills directly to the case study in question. It is highly encouraging that learners are now going beyond communications as a skill and are also taking into consideration the facts of the case study to produce some applicable and appropriate responses.

As always, items relating to integrated service provision to address Learning Outcome 4 were weak in part (d). Centres must cover all the specification to ensure that learners are not disadvantaged by lack of knowledge. A fair number of learners referred to common assessment frameworks in their responses, which was totally inappropriate as the subject of the case study was an adult. Centres must ensure that their learners have full knowledge of the legislation which is stated in the unit specifications and which remains in force.

Question 3

Part (a) saw a small minority of learners who cannot demonstrate any knowledge of how legislation is developed, whilst the remainder were able to access some marks. Whilst there is no need to cover the process in great detail, learners should be aware of what constitutes each stage and the correct order which is followed in order to access full marks for this question.

Some learners in part (b) had knowledge of the role of the Children's Commissioner. Centres may wish to use the Commissioner's website at <http://www.childrenscommissioner.gov.uk/> as it provides some very useful and relevant information in language which is appropriate for Level 3 learners.

Learners found the part (c) difficult as it needed both prior knowledge of the role of the lead professional which was not always present. As stated earlier, learners should be fully aware of the legislation which is referred to within the unit specifications and which remains current.

In part (d) almost all learners were able to indicate a relevant reform and explain it, however, only the more able learners provided an examination of the reform and were as a consequence, able to access the higher marks within the mark scheme. Some very interesting and diverse, but appropriate examples of reforms in education were noted.

Recommendations:

- Practice exam technique using past papers, mark schemes and examiners' reports.
- 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.

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