

Examiners' Report/
Principal Examiner Feedback

Summer 2013

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

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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 sought to test students on their knowledge across the learning outcomes and their ability to apply that knowledge to the short case study.

Q01ai

Most students now understand what a statutory service is and were able to state an appropriate example to gain one mark for this question. However, some students were identifying counselling as the statutory service for which there were clearly no marks awarded.

Q01aii

The majority of responses here involved counselling for depression, which gained the full two marks. Some students saw beyond this and provided answers regarding administration of medication which led nicely into the following question.

Q01b

NICE (National Institute for Clinical Excellence) is included in Learning Outcome 2 of the Specification as a national service. It is pleasing to note that around half the students who responded to the question were aware of the role of NICE and were able to access the full three marks for their response. Alternatively, other students were clearly unaware of the role of NICE and proceeded to provide responses which were only guesses at the correct response. A good proportion of those who did provide an incorrect response tended to relate NICE to an organisation which provides counselling. Students at the lower end of the spectrum would benefit from having their horizons stretched beyond counselling to incorporate the full specification. Examples of case studies would help them to learn to apply appropriate responses to exam questions.

Q01c

The question demanded descriptions of two ways in which Victim Support can be of assistance to Margo, the subject of the case study. Responses at the lower end of student ability tended to state 'someone to talk to' which was not qualified and nor was confidentiality mentioned. Whilst counselling in this instance was an appropriate response, some students stated that the counselling was for depression, which does not come under the remit of Victim Support.

At the higher end of the range some well-thought through answers were produced with a few students even explaining restorative justice and the role of Victim Support within the court. A well-deserved six marks was awarded to students who had studied up to date information regarding Victim Support and who could apply their knowledge to the question.

Q01d

Some good responses were noted here, with many students providing appropriate responses which directly related to the job role. It is expected that students at Level 3 go beyond mere identification and fully clarify the skills and knowledge which are appropriate to the specific job roles which the question addresses.

Q01e

A few students were able to fully demonstrate that they were aware of the requirements and ethos of the Mental Capacity Act by explaining powers of attorney and the rights given to the individual within the Act. They were also able to distinguish it from the Mental Health Act. As in previous series, any questions surrounding legislation will always be related to current Acts of Parliament which are included within the specification and which remain in force. Students are expected to have knowledge of the main aspects of each Act and should be able to demonstrate this knowledge in response to questions.

Question 2

The scenario sought to engage students within the area of Children and Young peoples services.

Q02a

The question wanted students to describe how fostering supports children. Many students tended to provide very general responses which did not distinguish foster care from other types of care, hence responses such as 'given food and warmth' were too general to be awarded credit, whereas alternatively, responses which related specifically to the attributes of foster care were rewarded appropriately.

Q02b

The question covered Learning Outcome 3 and the interaction of different types of service provision. It is pleasing to note that a substantial number of students are now aware of the requirements of this type of question and provided some good answers which related to integrated working. However there still remains a minority of students who address the sectors individually and who may also refer to the services they provide. This is not appropriately responding to the question and very rarely can be credited with more than one or two marks.

Q02c

The focus was on the Common Assessment Framework (CAF) which is detailed within the Children Act 2004. It is pleasing to note that a substantial number of students are now aware of the framework and would benefit from further indepth study to understand its main functions in relation to the individual and the need for agencies to work together to provide a person-centred approach across all aspects of care.

Q02d

Responses tended to be weak with many students not thinking beyond the multi-lingual aspects of diverse communities. Students need to approach such questions by thinking about the needs of the service users and then addressing the skills and knowledge needed to work with them. It would benefit students to investigate different job roles together with the different service user groups to which such roles apply.

Question 3

The aim of the question was to provide a theme based around children and the statutory and non-statutory services which work with them.

Q03a

The question was designed to enable students to demonstrate their knowledge of key aspects of the voluntary sector. It is pleasing to note that the overwhelming majority of students can now distinguish voluntary provision from statutory provision.

Q03b

It is very encouraging to note that the majority of students could explain the core services which Sure Start now provide. This indicates that centres are up to date with changes which have recently been made to Sure Start provision.

Q03c

Whilst many students focussed on the need to provide facilities and equality of access, most of this provision tended to centre around disability. Students would benefit from studying all aspects of equality provision and in particular the need to have policies and procedures in place which cover staff training etc.

Q03d

The question was about how integrated working was able to improve the lives of children. Those students who could demonstrate knowledge of integrated working tended to be able to develop how it was of benefit to children and were amply rewarded for this. It is pleasing to note that students now have greater understanding of integrated working and are now demonstrating some evaluation which enables them to access the higher mark range.

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 students 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.
- It is important that students 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 students practice writing responses to these different levels when reviewing past papers.
- students need to read their answer script through carefully before the end of the examination.
- students should support their responses with evidence as far as possible.

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