

Examiners' Report/  
Principal Examiner Feedback

January 2012

Principal Learning  
Society, Health and Development  
(SH302) Paper 01  
Principles and Values in Practice

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## **Introduction**

Learners continue to apply their knowledge in the range of situations presented to them in the examination questions. As in previous series', the examiners were able to award full marks for answers to all questions. In questions which test the higher level skills, there were some very well-argued points of view which were often supported with interesting and original examples. Such learners were clearly able to think and write their thoughts when under pressure. The examiners are also pleased to note that there were fewer non-responses than in previous series.

The examiners would like to draw attention to strategies which will enable learners to gain marks:

- claims, especially those which are contentious, should be supported with evidence, preferably with references to statistics or reports
- whilst anecdotal evidence can be useful, it would benefit learners if this was contextualised in terms of their work placements, especially when questions focus on organisational policies or codes of practice
- case studies are not required by any of the questions
- all abbreviations must be explained
- the study of principles and values should be approached objectively
- Questions can be answered using several different approaches and the mark scheme indicates what some of these could be. The mark scheme is also intended to support teaching and learning

The examiners would also like to draw attention to some of the issues which continue to occur and which undermine the answers learners provide.

Some learners appear to be familiar with only one sector and this is usually the social care sector. The specification requires learners to have studied all four sectors and the questions will test their knowledge and understanding of each one.

Similarly, some learners appear to be familiar with a very limited range of legislation. The Human Rights Act 1998 was often the default when learners did not know how to answer the question. Learners make inaccurate references to legislation. There is no Discrimination Act nor is there an Equal Rights Act. Learners must refer to, for example, The Disability Discrimination Act 2005 or the Equality Act 2010.

Diversity, despite being a key concept, is not fully understood by some learners. For example, the use of the term 'Asian' is not helpful in the context of 'an Asian lady might want a female doctor'. Asia includes more than half of the population of the world and encompasses an enormous range of different cultures. The examiners were also aware that learners did not seem to be aware of two of the most significant factors which promote diversity in the UK, namely income and working conditions. As research and much media reporting make clear, those who arrive in the UK

in search of work are more likely to be paid less and endure poorer working conditions.

Learners should avoid the use of trivial examples. Giving residents in a care home the choice of tea and coffee does not indicate that their human rights are being met in any significant way. Terms such as the 'social sector' or 'mental health individuals' are not terms which are used in the four sectors nor are they referred to in the specification.

Finally, whilst there are no marks for quality of writing, the examiners note that in some scripts, spelling, punctuation and grammar are very weak.

The attention of learners and Course Tutors is drawn to the legislation referred to in Learning Outcome 7. As stated in this Learning Outcome, learners will need to know more recent legislation as and when developed. Centres will be aware that some of the legislation in Learning Outcome 7 is no longer current and has now been superseded. Learners and Course Tutors should be aware that they may be asked about legislation relevant to the four sectors which is not in the current specification, but which may be introduced at a future date.

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. These 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 2 : Principles and Values in Practice**

### **Q1**

Part a) was linked to Learning Outcome 1. Nearly all answers gained marks for referring to a group of individuals living in a community and the multi-cultural nature of such communities. One answer referred to collectivist, non-western societies such as China and western, individualist societies such as the USA.

Part b) was linked to Learning Outcome 3. An excellent range of examples were provided including several which referred to a recent news item about assisted suicide. This is extremely encouraging. Some answers confused principles and codes of practice.

Part c) was linked to Learning Outcome 1. Many answers referred to religious values and examples were often from outside the four sectors. Learners are asked to follow the wording of the question that examples are taken from one of the four sectors. More effective responses referred to socialisation processes. A significant number asserted that 'a value is a value'. Learners should understand that whilst principles may be determined by law, values might not be.

### **Q2a**

This question was linked to Learning Outcome 2. There were some very effective answers which focussed on the support for long term medical conditions referred to in the question. Whilst weaker answers focussed entirely on the social care aspects, better answers considered how people with diabetes were treated and how insulin intake was monitored. Some types of support suggested eg meals on wheels, do not specifically meet long term medical needs. Some learners seem to think that counselling (often incorrectly spelled) is the answer to all situations. The Principal Examiner reminds learners that not all those who have dementia are in residential care homes. Many are cared for in their own homes by members of their families and answers which considered this were well-rewarded.

### **Q2b**

This question was linked to Learning Outcomes 2 and 3. The Principal Examiner reminds learners that the ways that rights and choices affect service development is what they need to know for Learning Outcome 2. Answers need to show knowledge of the ways that services have developed and changed.

A few commendable answers considered the move to primary care which is one of the ways that health services have changed in response to the rights and choices of service users. Such views were sometimes balanced with the view that people, especially the elderly, might prefer to be treated in hospital. The best answers focussed on the personalisation of care and care planning; the idea of the 'expert patient' where individuals take more responsibility for their own care eg where diabetes patients have their own equipment to monitor blood sugar levels; on service developments such as screening for breast cancer.

Some outstanding answers looked at the Patient Liaison Service and others at the NHS Improvement Plan 2004. Other answers discussed the reduction in waiting times for treatment of serious, long-term illness or the reduction in the length of hospital stays due to advances in surgical techniques such as keyhole surgery. The examiners were most impressed with such responses because they indicate that learners have a grasp of the way that health services have developed.

The weakest responses focussed entirely on religion and gained very few marks for saying, once again, that Muslim women must have women doctors. There was very little else in such answers and as they were usually very brief, the examiners must conclude that such learners were not familiar with the requirements of the Learning Outcome.

### **Q3a**

This question was linked to Learning Outcome 6. Answers often referred to rights which all children enjoy, such as a right to education, rather than the specific rights that apply to looked-after children. There was emphasis on the Human Rights Act 1998 and some weak examples including a right to life, a right to freedom and a right to choose but no explanations of what these claims might mean when applied to looked-after children. Answers which referred to support from social services, to the monitoring of progress in school or the monitoring of those who apply to be foster parents were rewarded. The mark scheme indicates what the examiners were expecting.

### **Q3b**

This question was based on Learning Outcomes 5 and 6. A number of answers re-stated the aims of the Every Child Matters agenda without making this specific to looked-after children. The best answers considered the impact of legislation such as the Care Standards Act 2000. The examiners were very pleased to see a reference to recent news reports concerning the rates of adoption and other answers which considered the impact of child poverty. Such answers demonstrate that learners grasp the wider picture and they are rewarded for doing so.

Some otherwise strong answers spent time describing how legislation came into being and re-telling the Victoria Climbié case.

#### **Q4a**

This question was based on Learning Outcome 4. The main difficulty for many learners was mis-reading the question. Their answers considered how young offenders discriminated against others rather than how they were the targets of discrimination themselves.

Very effective answers considered the notion of restorative justice; the involvement of local businesses; partnership working with NACRO and how to challenge impressions of young offenders which appear in the media. Some answers were a little naive: eg. what if offenders did not turn up to the discussion groups which they suggested should be used? Some answers also suggested that offenders should be 'punished' with community service and this seems to undermine the basic principles of community service itself.

#### **Q4b**

This question was based on Learning Outcomes 3 and 5. Good answers referred to the riots in 2011, to the ways which prisoners should be treated; to the problems of young offenders becoming adult offenders. One or two answers considered the case of James Bulger. As the introduction points out, there was much interesting material in the answers.

The examiners were not surprised to find that most considered the rights of those who have not offended were greater than those who had and the question deliberately set out to see what degree of balance would be evident.

Learners should be aware that they are required to know about the *community* justice sector rather than the *criminal* justice sector as a whole. Those under the age of 18 are not sentenced to prison for community justice offences.

#### **Q5a**

This question was based on Learning Outcome 3. Most answers focussed on the work of paid carers and did not consider the extent of care provided by family members. Some answers did not indicate any knowledge of respite care. The examiners strongly recommend that these aspects of care provision are more widely understood.

Other answers considered the refusal of care but rarely indicated why this might be eg suspicion about side-effects of particular medication. The difficulties of explaining care provision to those with learning disability could be another angle learners might wish to take.

Weaker answers offered little other than unsubstantiated assertion eg 'The person receiving care has more rights than the carer'. Weaker still were those answers that introduced religion and race into the picture, eg, 'A Muslim woman might not like her carer' or 'White carers might discriminate against blacks.' Whilst there might well be such cases, without evidence they are no more than hearsay and will not be awarded marks.

The few answers that looked at the situation of young carers were well-rewarded. The mark scheme indicates what the examiners were expecting.

### **Q5b**

This question was based on Learning Outcome 7. Expected references to legislation were not widespread. References to organisation policies or codes of practice were not contextualised in terms of work placements and the examiners strongly recommend that this approach is adopted by learners.

Better answers referred to the different care acts whilst weaker answers, once again, could only draw on the Human Rights Act.

Learners need to be more aware that a lot of care is for those who are elderly and frail. Many answers assume that all elderly people have dementia and that all those with this condition are cared for in residential homes. Such assumptions seem to undermine the purpose of the Principal Learning specification for Society, Health and Development.

Other considerations which learners might like to bear in mind include:

- the carer's knowledge of those they care for does not always conflict with a right to privacy
- Health and Safety legislation is not as specific to care as, for example, the Care Standards Act 2000
- the work of the Social Care Institute of Excellence is relevant
- legislation relating to race and gender is only indirectly relevant

### **Q6a**

This question was based on Learning Outcome 1. Apart from those answers which did not look at an organisation (as specified in the question), there were some effective responses here. The best answers focussed on schools and some suggested encouraging boys to take courses in health and social care. One or two seem to understand the idea of differentiated teaching and learning material.

Learners should be aware that schools can discriminate on grounds of religion and might like to investigate the policies of faith schools in this context.

The examiners would like to point out that the NHS treats everyone regardless of race, gender, age etc. Treatment might however, be refused on medical grounds.

**Q6b**

This question was based on Learning Outcome 1. There were too many trivial examples here. A nurse who allows a patient to use the toilet or who gives them medication or arranges for them to have a haircut does not recognise equality. He/she is simply doing their job.

Learners should understand that a doctor's first concern is the physical and mental well-being of their patient. Dignity and respect are secondary considerations.

Again the weakest answers simply stated that 'everyone must be treated equally' without explaining what this means.

**Q6c**

This question was based on Learning Outcome 1. The examiners were keen to test the ways learners could articulate their own values and beliefs in relation to work in the sectors. It was expected that answers would consider how diversity and equality were two key concepts which, when embraced and recognised, would build trust in service providers, reduce the likelihood of complaints, enhance confidence in organisations, increase the likelihood that service users would return to use the service again (perhaps leading to better health) and build self-esteem in both individual service users and the professionals who work in the four sectors.

The evidence which the examiners saw was mostly assertion rather than the required justification. There was a lack of awareness of disability rights legislation and of the fact that treatment for illness is prioritised by what we need rather than who we are. Some people with Special Educational Needs are educated in mainstream schools, contrary to the claims made in some answers.

Learners are advised to develop their knowledge and understanding in this aspect of the specification.

## **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 before they begin answering
- 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**

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

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