

Examiners' Report/
Principal Examiner Feedback

Summer 2012

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2012

Publications Code DP033077

All the material in this publication is copyright

© Pearson Education Ltd 2012

Introduction

Learners continue to apply their knowledge in the range of situations presented to them in the examination 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. The number of non-responses continues to decline.

The Principal Examiner 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 Principal Examiner would also like to draw attention to some of the issues which continue to occur and which prevent learners from gaining marks:

- Learners appear to be familiar with a very limited range of legislation and often make inaccurate references to it. Once again the Principal Examiner reminds learners and Course Tutors that there is no Discrimination Act nor is there an Equal Rights Act. No marks will be awarded for reference to these. Learners must refer to The Disability Discrimination Act 2005 or the Equality Act 2010.
- Some learners continue to use language in their responses which is not used in the four sectors and this indicates a lack of familiarity with the basic principles and values which underpin the services provided in those sectors. Examples of terminology which must be avoided and which will not gain marks included 'coloured people' and 'the muslim language'.
- Learners should also avoid the use of trivial examples.
- Less-able learners used the same examples in every question and in few cases were these applied effectively
- Handwriting in many cases was very difficult to read and in some totally illegible. 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 Autumn 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 (a)

This question was linked to Learning Outcome 3. Answers which claimed that 'equality means treating everyone equally' gained no marks. By contrast, answers which referred to equality impact assessments gained full marks. Some learners made claims which are not supported by either practice or evidence. Why, for example, would homeless people receive worse care in A&E wards than others? Learners must check what they have written carefully.

Q1 (b)

This question was linked to Learning Outcome 3. Whilst there were a considerable number of responses which could provide only the most basic definition, most learners were able to gain marks.

Q1 (c)

This question was linked to Learning Outcome 2. This question was answered most successfully with many responses gaining full marks for referring to factors identified in the mark scheme.

Q2 (a)

This question was linked to Learning Outcome 5. Most learners knew the reasons why disclosure of confidential information might be a legal responsibility. Those learners who then wrote extensive case studies did not use their time to best effect.

Q2 (b)

This question was linked to Learning Outcome 5. Firstly, the requirement to consider both the health sector and the social care sector was not followed by all learners. Secondly, a significant number of responses focussed on conflict resolution rather than how to resolve the conflict between maintaining confidentiality and disclosing information.

The wording of this question is derived directly from the Learning Outcome. The question expected learners to know what is done when there is a need to maintain confidentiality on the one hand and disclose information on the other. This is where the conflict occurs. Expected references to procedures and codes of practice did not emerge. Where learners use specialised terms eg 'Caldicott Guardian', these must be explained.

Q3 (a)

This question was linked to Learning Outcome 2. Nearly all responses showed knowledge and understanding of advocacy. Where answers were less successful was in showing, as required by the question, how advocacy enabled people to access services. Those answers which did refer to services mentioned access to suitable equipment for people with physical disabilities, access to palliative care and, most impressively, access to services for those people with motor neurone disease.

For the information of learners, advocates do not make decisions for those they support, not all people with serious illness need or want advocacy,

people with physical disabilities are not usually unable to speak. Physical disability does not mean mental impairment.

Q3 (b)

This question was based on Learning Outcome 7. Learners were less familiar with how advocacy has affected organisational policies and procedures. This is a key element of Learning Outcome 7. Weaker responses lacked reference to specific policies and procedures and they also resorted to writing extensive scenarios which gained no marks as these did not detail relevant information.

Whilst there were a number of non-responses to this question, marks were awarded for those learners who suggested that Jamie Oliver was an advocate for healthier diets for schoolchildren and his efforts have led to changes in the provision of school meals. This was an excellent demonstration of how effective teaching and the learner's application of knowledge can be used. Such information is easily accessible and it showed real imagination on the part of learners to use it. An amanuensis is not an example of advocacy.

Q4 (a)

This question was based on Learning Outcome 3. The main difficulty for many learners was mis-reading the question. The question asked why, not how, discrimination should be challenged. This is embedded in the principles and values which underpin the four sectors. Unless learners understand why discrimination is challenged, they will not fully grasp the ways in which it is.

Q4 (b)

This question was based on Learning Outcome 4. By contrast, this question asked learners to consider how discrimination was challenged in the children and young people's sector. This was chosen deliberately in the expectation that learners would be familiar with what happens in their own schools and colleges. There were some very-well considered responses which looked at PSHE lessons, zero-tolerance policies and whistle-blowing. Others focussed on the learner's experiences on work placements whilst others which considered racially-based bullying. All attained high marks. Those which considered bullying in general did not gain many marks.

Other factors which learners might like to consider include the admissions policies of faith-based schools and positive discrimination in employment in this sector. Learners are reminded that the ECM agenda is not specifically and directly designed to challenge discrimination. 'Learning to cook samosas' was a particularly crass example of how some learners believe that discrimination can be challenged.

Q5 (a)

This question was based on Learning Outcome 6. Learners found this and Q5b a challenge. Expected references to legislation were not widespread. Disability was the preferred choice of many and answers focussed on physical disability. As the examiners have noted in previous reports, awareness and understanding of learning disability is not widespread amongst those taking this qualification.

The examiners were pleased to see some references to the Race Relations Act but as this is now 36 years old, learners should be familiar with more recent legislation. One imaginative learner who chose age gave an explanation of the policy adopted by Sainsbury's to encourage people with disabilities to apply for jobs. Although not directly relevant to the four sectors, the answer nevertheless made the relevant points and was rewarded for doing so. Weaker responses gained no marks for saying that 'The Equality Act promotes equality'.

Q5 (b)

This question was based on Learning Outcome 7. The examiners were expecting learners to detail what effect legislation has on people they might have shadowed during their work placements. This seemed an obvious approach to answering this particular question. Whilst the question required a straightforward account of what people working in the four sectors actually do, this eluded most learners and answers were generally weak. Learners and Course Tutors are reminded that this question was a direct reference to Learning Outcome 7.

There were a few potentially interesting responses where, for example, the impact of the Human Rights Act on the ways prison staff work (and reasons why prisoners should be given the vote) was considered. The mark scheme offers an indication of what learners need to know.

Q6 (a)

This question was based on Learning Outcome 1. Few learners could give an adequate explanation of the term 'respect' or how it could be demonstrated. Examples were usually trivial. The Principal Examiner strongly recommends that learners and Course Tutors take a close look at the mark scheme to see what is expected. Learners should also be aware that respect, privacy and dignity take second place when the life of the individual is in danger and medical treatment is needed.

Q6 (b)

This question was based on Learning Outcome 1. There was more awareness of the principle of tolerance and better examples were deployed, referring to waiting in A&E; learning disability; mental illness and sexuality. Answers may have been of a better standard because the learner was more familiar with the point of view of the service user.

Q6 (c)

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. How learners argued their point of view was what earned them marks.

It was expected that answers would consider how respect and tolerance are two central principles which, when recognised and demonstrated, build trust in service providers, demonstrate a commitment to the rights which individuals have under the law, empower individuals and communities, show an understanding and appreciation of what the four sectors have achieved. The evidence which the examiners saw was mostly assertion rather than the required justification. Where learners spent time outlining particular scenarios, no marks were earned. Once again the examiners point out that there are no marks at this level for including case studies.

Weak examples suggested that the main reason why people who work in the sectors should show respect and tolerance is 'to make people feel comfortable'. A number of answers did not consider both respect and tolerance.

The examiners refer learners to a very accessible resource, namely the recent BBC Panorama investigation into the quality of care of the elderly in some residential homes. The programme and its subsequent reporting in the press provided ample evidence of what happens when respect and tolerance are not shown. There were hardly any references to it. 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
- 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 answers 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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code DP033077 Summer 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

